DOCUMENT RESUME

ED 115 568 SO 008 793

AUTHOR	Morse, William C.; Munger, Richard L.
TITLE	Affective Development in Schools: Resource Programs and Persons.
PUB DATE	75
NOTE	99p.; For a related document, see SO 008 790
EDRS PRICE	MF-$0.76 HC-$4.43 Plus Postage
DESCRIPTORS	Affective Behavior; *Affective Objectives; *Behavioral Sciences; Educational Resources; Elementary Secondary Education; Emotional Development; *Humanistic Education; Information Sources; *Program Descriptions; *Program Guides; Resource Materials

ABSTRACT

In order to facilitate communication among professionals in the field of affective education, this quide provides brief descriptions of representative affective education programs across the nation in the areas of behavioral and social science. Fifty-four programs and organizations are described including the title of the program, director, address, staff member names, organizational affiliation, starting and termination date, brief description of the program, and a list of materials used or developed. (DE)

****
* Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original. *
****

ED115568

SP008793

AFFECTIVE DEVELOPMENT IN SCHOOLS:
RESOURCE PROGRAMS & PERSONS

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Fall 1975

William C. Morse
Professor of Psychology & Education
Chairman, Combined Program in
Education & Psychology
School of Education
University of Michigan
Ann Arbor, Michigan

Richard L. Munger
School Consultant & Coordinator
Behavioral Science Education Project
Ann Arbor Community Services
Washtenaw County Community
Mental Health Center
Ann Arbor, Michigan

Introduction

During the 1970's, interest in affective development has become widespread in the schools. There has been a parallel surge in the production of program materials. As a result, affective education programs have proliferated in both mental health and education settings. However, communication among professionals in the field has been minimal. Thus, there is a need to gather together examples of the various approaches being implemented around the country. We can then learn from the successes and failures of professional colleagues and move ahead rather than rediscovering what someone else has already learned. There appears to be an obvious need for the sharing of information and stimulation for communication around the country. Our first step toward this end was an extensive bibliography, Helping Children and Youth with Feelings, which surveys the literature and materials. The present title is a "second step" in facilitating communication among workers in the field of affective education.

The following pages contain brief descriptions of representative programs. The descriptive listings have been assembled from materials provided by people and programs in the field . The present edition is not intended to be a final document and makes no effort to evaluate the various designs. We hope the dissemination of the guide will help us locate other resources in order to successively produce more complete versions in the future. We solicit your help in locating new activities, and hope that these two resources will help facilitate the development of the field as a viable force in educating children for effective and healthy lives.

You will note that there is a great diversity in approaches. Some of those included may seem to be of a different order, but as one reads beyond the title, the reason for inclusion should be clear. Those programs that are included represent an initial search of programs which have been located by their response to the mailing of a survey (see back page), and in other cases, program information has been previously collected by the editors. The amount of space allotted to individual programs is not meant to reflect either the extent or quality of the project.

CONTENTS

Achievement Competence Training.......1
Affective Education Advisory Committee.......2
Affective Education Program.......3
Affective Education Project.......7
AERA - Special Interest Group - Affective Aspects of Education.......8
APA Clearinghouse on Precollege Psychology.......9
Behavioral Science Education Project.......10
Comprehensive Drug Services.......22
CEDARC (Confluent Education Development and Research Center).......25
Confluent Education Program (California).......26
Confluent Education Program (Canada).......27
Creating the Responsive Classroom.......29
DARTE (Drug Abuse Reduction Through Education).......30
Education Network.......32
Educational Services.......34
Educator Training Center.......35
Effectiveness Training Associates.......36
FOCUS - A Program for Primary Prevention.......39
Garner, Howard.......40
Group Approaches with Students.......41
How Come I Feel The Way I Do.......42
Human Development Training Institute.......43
Human Relations Education Project.......44
Language of Personal Experience.......45
Leadership Training Institute - Life Coping Skills.......46
Let's Look At Aggression.......47
Long, Barbara Ellis.......48
Masters in Humanistic Education.......52
Mental Health Education Branch, NIMH.......53
Mental Health Behavior Project.......54
Mental Health Work Program.......56
Merrill - Palmer Institute.......57
Michigan Association for Affective Education.......58
More to Grow On.......59
Multi-Center Approach to Elementary Guidance.......61
One to Grow On.......63
Parental Preschool Approach for Early Intervention of Learning Disabilities.......66
PSI - Problem Solving Instruction.......67
Project AFED.......68
Project Alpha.......69
Project Bacstop.......76
Project T.E.A.Ch.......77
Psychology Applied to Personal Adjustment.......78
Role of Affective Education in Drug Abuse Prevention.......79
Skills for Ethical Action.......80
Social Science Education Consortium.......81
SEMTOP - Southeastern Michigan Teachers of Psychology.......83
Talking Time Group.......84
Testing Interpersonal Hypotheses.......85
Training Teachers in Psychological Education.......87
Values Education.......88
Working Group on Humanistic Education.......92
Workshop in Values Clarification.......93
Y^4 Design, Ltd.......95

Behavioral Science Education Project

AFFECTIVE DEVELOPMENT IN SCHOOLS:
RESOURCE PROGRAMS & PERSONS

Name: Russell A. Hill

Title: Content Director

Address: Research for Better Schools, Inc.
1700 Market Street/Suite 1700, Philadelphia, PA 19103

Other persons associated with program:
(include titles)

Name of program: Achievement Competence Training

Affiliation:

When program started and terminated (or
expected termination date: Started - December 1972
Terminated - November 1974
Published - 1975

Brief description of program:

Achievement Competence Training (ATC) is designed for teachers to use in instructing fifth-, sixth-, and seventh-grade children in a behavioral strategy for setting and achieving their goals. The program builds competence in goal achievement, helps children set realistic levels of aspiration, and enhances belief in internal control. Belief in internal control is defined as the degree to which an individual views himself as in control of his life. This belief is an important variable which is positively related to academic achievement, social responsibility, healthy interpersonal relationships, and personal adjustment. ACT was developed in response to the increased alienation from society of individuals who believe that they can significantly influence neither their environment nor the course of their lives. The six strategy steps are: Study Self, Get Goals Ideas, Set a Goal, Plan, Strive, Evaluate.

Materials used or developed:

Additional comments:

Affective Education Advisory Committee: Department of Education, Box 420, Lansing, Michigan

An Ad Hoc Advisory Committee to the Michigan Department of Education on matters pertaining to affective education.

Chairman: Garth Errington
Assistant Superintendent
Battle Creek Public Schools
75 Capitol Avenue, NE
Battle Creek, Mich. 49016

The Committee has developed a document, entitled GUIDELINES FOR AFFECTIVE EDUCATION, with the contents listed below:

Introduction

I. Definition
II. The Affective Domain and Humanized Education
III. Goals of Affective Education
IV. Guiding Principles for Affective Education
    A. Forces facilitating positive affective education
    B. Factors which retard positive affective growth
V. Steps in Affective Education
    A. Realizing human potential
    B. Motivation
    C. Participative education
    D. Combining the affective with the cognitive and psychomotor domains
VI. Strategies for Developing and Implementing Positive Affective Education
    A. The affective environment
    B. A more responsive classroom
    C. Classroom attitudes and postures which support affective education.

Appendix A Summary of existing programs
Appendix B Annotated bibliography
Appendix C List of resources: people, instruments
Etc.

Affective Education Program: Curriculum Planning and Development, Room 323, Board of Education, 21st Street South of the Parkway, Philadelphia, Pa. 19103

WHAT IS THE AFFECTIVE EDUCATION PROGRAM?

The Affective Education Program (AEP), a division of the Curriculum and Instruction Office of the School District of Philadelphia, devotes its energies toward the development of training programs, curricula and alternative schools that explore the interface between the concerns of children and the learning of academic skills. The AEP tries to help educators become more exciting, more fun and more responsive to the affective and academic needs of Philadelphia children.

SPECIFICALLY, WHAT DOES AEP BELIEVE?

- All students have concerns about who they are (IDENTITY), how they relate to others (RELATIONSHIP), and how they can influence what happens to them (POWER). Further, the education that a student receives will only be meaningful and valued to the degree that connections are made between what he is studying (math, English, history, etc.) and his own life.

- A process approach which enables us to teach students how to do things, rather than just provide them with information, is a more lasting and efficient educational model.

- Experience is a good teacher and the classroom should be active and experiential.

- Teachers should be encouraged to create a varity of learning styles for students including cooperative efforts, independent study and teacher-directed lessons.

- Students should be taught to be responsible for their behavior and should be taught how to accept responsibility appropriate to their maturity level.

- If we can give students a better notion of who they are, how they can relate to others, and how they can influence and be responsible for their lives while we teach them the basic skills such as reading, writing and arithmetic, we will be more likely to produce responsible competent citizens.

WHAT DOES AEP DO?

The AEP provides training programs, develops curricula and creates alternative school organizations that translate these beliefs into practice.

1. TRAINS EDUCATORS AND PARENTS

   The Affective Education's principal mode of delivery is through teacher training and support, the aim of which is to increase the teacher's awareness of student concerns and to sharpen his (teacher's) skill in connecting these concerns to academic subject matter.

   Teachers are taught experiential techniques such as gaming, role-play, and creative problem solving, to help students discover their own learning styles, to gain skill in relating to others, and to achieve some measure of control over their lives.

   Administrators and alternative project leaders are helped to be skillful in listening and in resolving conflicts so that they can better support teachers and relate to students in their schools.

   Parents are provided similar training in order to build more positive relationships with their children. Parents are trained in how to provide a more stimulating home environment to foster their children's academic achievement.

   The Affective Edcuation Program has developed a new thrust called the COMMUNICATIONS NETWORK. Program staff will work with teams of teachers from several geographically related schools to help them apply past learnings of the Affective Education Program in particular, and of learning theorists in general, to the solution of problems encountered in the teaching of basic communication skills: reading, writing, listening and speaking.

2. DEVELOPS CURRICULA

   Helping the student to master the basic skills of reading, writing and arithmetic and intergrating them with the skills needed to deal with his private and public life are major goals of AEP. The curriculum elements of the program include logical and psychological processes taught students for the development of their feelings of self-worth and positive identity. These kinds of attitudes are needed for students to confidently handle their social and educational life. Perhaps even more important, the student is encouraged to "be his own person," honest about his feelings and responsible for his actions.

7

Some curricula created and published by the Affective Education Program include, at the secondary level, courses in Urban Affairs; Family Life Studies, Communications and Decision Making. At the elementary level the program has developed THE LIVING CLASSROOM, an elementary curriculum concerning classroom governance, THE SHARING BOOK, and PROBLEMS, PLANS and SHARING, a structure for shared responsibility and cooperation in the classroom.

3. CREATES ALTERNATIVES

The AEP supports the School District's efforts to establish alternative education organizations. Teachers and students connected with the program have consistently sought ways to break down the impersonal, inflexible norms which any large school imposes upon its members. The beliefs and classroom practices of the AEP call for more informal student-teacher relations, greater flexibility in class scheduling, increased student responsibility and a more open stance as to what is permissible for both teacher and student.

Recently the AEP has sponsored the development of a Schools for All Ages Program which will begin with two sites in February 1975. Although the SFAA Program focuses on cross-generational learnings and cooperative ways of working, it represents a sythesis of all facets of the AEP work and philosophy.

The AEP has been closely associated with the formation and operation of the JOHN BARTRAM SCHOOL for HUMAN SERVICES, the RHOADS MINI SCHOOL, and the HARDING LEARNING TREE.

4. PROVIDES SHORT-TERM CONTRACTUAL SERVICES

Drawing on extensive experience in affective education, program personnel have designed teacher-training sequences and approaches geared to the development of specific affective skills. Beginning with the '73-'74 school year, the program contracted with various schools, projects and other curriculum offices to teach these skills to designated groups of educators. The workshops and courses offered through this service are competence based, intense and limited in scope; they range in structure from experiential presentations for large groups of 100 or more to personalized 8 member workshop series.

5. CREATES AND IMPLEMENTS EVALUATION TOOLS

The AEP uses research as an intergral part of its program: for precision in sharpening teacher skills in affective techniques, for feedback to modify and improve classroom implementation of theory and methods at the decision making level, and for measurement of the effect of affective classroom interventions. These concerns require on-going involvement of staff trained and experienced in affective approaches to education for the development and implementation of research designs tailored to program goals.

6. MAINTAINS A LIBRARY OF AEP MATERIALS

The Affective Teacher Resource Center was created in 1972 at the Intensive Learning Center, 5th and Luzerne Streets, in order to establish a collection of materials related to program theory and technology for teachers trained by the program. The center contains classroom designs and plans, curricula, a comprehensive library of books, games, pictures and other media.

Affective Education Project: Interstate Educational Resource Service Center. 1610 University Club Building. 136 East South Temple. Salt Lake City, Utah 84111

The main purpose of the Affective Education Project was to identify and develop instruments and procedures for affective measurement in education.

Publication: MEASUREMENT OF AFFECT AND THE HUMANIZING OF EDUCATION

Part 1: Background and Overview of the Project ($1.00)

Part 2: Instrument Development and Use ($7.00)

Part 3: Workshop and Procedures for Working with Schools ($6.00)

Part 4: Search for Affective Instruments and Measurement Procedures ($2.00)

American Educational Research Association: Special Interest Group - Affective Aspects of Education

Publishes a newsletter and two handbooks on techniques and exercises for classroom use; also has meeting at the annual AERA Conference.

For membership write: ($2.00 fee)

Tom Thielen
Office of Student Affairs
University of Minnesota
Deluth, Minn. 55812

For the Handbooks write:

Kent Beeler
13 Boone Hall
Eastern Michigan University
Ypsilanti, Michigan 48197

1974 Handbook	$1.50
1975 Handbook	$2.50

APA Clearinghouse on Precollege Psychology: American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. 20036

The clearinghouse gathers and disseminates information on the teaching of psychology at the secondary school level and the teaching of the behavioral sciences at the elementary school level. Holdings include both instructional and non-instructional materials, cheifly in the print media. Publishes a monthly newsletter, Periodically.

Behavioral Science Education Project

AFFECTIVE DEVELOPMENT IN SCHOOLS:
RESOURCE PROGRAMS & PERSONS

Name: Richard Munger

Title: Project Director

Address: Ann Arbor Community Services
212 S. Fourth Ave., Ann Arbor, Mich. 48108

Other persons associated with program:
(include titles) Saul Cooper, Consultant
William C. Morse, Consultant
Ruth F. Schelkun, Consultant

Name of program:
Behavioral Science Education Project

Affiliation:
Washtenaw County Community Mental Health Center

When program started and terminated (or expected termination date:

informal beginnings in 1969, no expected termination date

Brief description of program:

SEE ATTACHMENT

Materials used or developed:

Additional comments:

General Characteristics of the Behavioral Science Education Project

The Behavioral Science Education Project (BSEP) is an evaluation, development, dissemination, and training effort which recognizes that an understanding of self and others is a legitimate and important area of learning. Project staff and associates concentrate their efforts on furthering the use of curricula and methods which can be expected to encourage such an understanding in primary and secondary school classrooms. The Project goal is to encourage the development and dispersion of programs, methodologies, and materials which enable teachers and other school personnel to share with children and youth those concepts regarding human feelings and behavior which have been established by a broad range of the behavioral sciences and which have the potential for enabling all concerned to work and live more effectively--both in the classroom and outside.

The Project acts as a resource information center which engages in various supportive activities in affective/behavioral science education--including educational research, bibliography development, literature review, in-service training, materials preparation, evaluation, and consultation.

The Project is sponsored by the Washtenaw County Community Mental Health Center in collaboration with local, regional, statewide, and national projects and programs with similar goals and has been developing within a broader program of school consultation at the Washtenaw County Community Mental Health Center since 1969. During the early period of development and the eventual establishment of the Project, consultants have been trained and have participated in a wide range of activities:

1. They have visited classrooms on a regular basis, sharing the affective/behavioral science teaching experience, for training purposes, with teachers and auxiliary staff.

2. They have aided staff in using and developing materials.

3. They have located, evaluated , demonstrated, and aided in dissemination of existing curriculum aids and materials.

4. They have developed and participated in courses, workshops, and conferences for educational personnel and the parent communities in areas related to affective/behavioral science curricula.

5. They have established an information center.

6. They have developed and kept current a comprehensive bibliography and a guide to programs in process throughout the country.

7. They have developed and facilitated collaborative linkages and informal cooperative relationships among the various personnel of differing educational systems and human service delivery systems.

8. They have furthered the development of theory and constructs.

9. They have developed innovative models and methods of skill and information dissemination.

10. They have traveled extensively beyond the catchment served in order to consult with other program personnel and to add to the resource center's information store.

11. They have prepared articles for publication and have presented the Projects findings and experiences for professionals and other citizens similarly interested in furthering the goals expressed by the Project.

Organizing the Program

Behavioral science curricula have been available for at least three decades. Schools have been using materials field-tested and disseminated by a variety of sources. However, in all this time--despite much evidence of the usefulness of such curricula--most teachers feel inadequately prepared to choose materials or to effectively apply the lessons, much less to develop or adapt their own curricula. Consequently, the Behavioral Science Education Project was initiated in order to develop new strategies and exemplary training models from which a network of teachers and schools could subsequently profit. On a pilot basis, consultants visited schools, aided staff in using and developing materials, and finally established study clubs to introduce teachers and auxiliary staff to the concepts and techniques of behavioral science education. The Project has been expanding its efforts in order to develop a broader network of participating staff and schools.

An important part of Behavioral Science Education Project's activities has involved its collaborative arrangements, particularly with the University of Michigan School of Education and the Washtenaw County Intermediate School District.

Curriculum and Materials

Since Behavioral Science Education Project is a dissemination project, it utilizes the entire range of available curricula and materials, in addition to those which have been adapted or developed for special needs. Although these materials and approaches have been designed for classroom use K-12, the majority of staff contacts have concentrated on the elementary schools.

Behavioral Science Education Project has completed an extensive review of available curricula, and has field-tested and evaluated other resource materials according to the following criteria:

Accuracy of content
Teachability
Attractiveness
Relevance to the lives and development of children and youth
Appropriateness of methodology
Absence of potentially undesirable side effects

Behavioral Science Education Project utilizes the most suitable of the field-tested materials and continues an ongoing evaluation of these and of new materials. Unpublished materials, as well as teacher-created materials are also shared, through the Behavioral Science Education Project Resource Information Center. In addition, Behavioral

Science Education Project has created new curriculum materials which provide introductory and background concepts. These have been created out of specific classroom needs for which materials have not been available and have been continued where teachers have reported a high degree of success and effectiveness in that they are easy to understand and to implement. These units relate to such topics as fighting, control, personal uniqueness, conflict resolution, problem-solving, negotiation, cooperation, classroom norms, and discussion areas for Class Meetings.

A survey of the types of approaches, programs, and curricula utilized by Behavioral Science Education Project includes the following:

Large-Group Discussion (The Class Meeting)

The leading advocate of large-group classroom meeting is William Glasser. His guidelines are set forth in a well-known book, in a set of cassette tapes, and in a series of films. Affective approaches occur in meetings where the teacher leads the class in a non-judgemental discussion about what is important, meaningful, and relevant to its members. Glasser feels that there are three types of classroom meetings that should be part of the regular school curriculum: social problem-solving, open-ended, and educational-diagnostic meetings.

Integration of Affective & Cognitive Areas for Self-Development

George Brown has enunciated the importance of providing learning experiences that not only impart content but which also stimulate the development of ego capacities. He has called this integrated approach to learning, Confluent Education, and has outlined the theory and practical strategies in several books. Although many specific curriculum materials are available in all subject areas (e.g. Reading, Science, Social Studies, English, etc.), Brown's approach emphasizes a process which teachers learn in order to introduce into the classroom experiences which assist students to understand their emotions, attitudes, and values and which allow them to relate these dimensions of their lives to the subject matters being presented.

Small-Group Discussion (The "Magic Circle")

The Human Development Program is an extensive, developmentally-sequenced curriculum originally designed by Harold Bessell and Uvaldo Palomares. An introductory manual and class manual for each grade level, a series of films, and useful supplementary materials comprise the program. In the "Magic Circle," children sit in a circle and discuss with each other and the teacher in semi-structured way. The Program includes a large number of specific activities and lessons designed to improve the child's self-confidence, social interaction, and awareness of feelings.

Growth and Development

Sex Education has traditionally been the one area of human development that has been legitimized in schools as important for children to receive knowledge; however, there is a large body of research regarding psysiological and psychological development, particularly around those developmental tasks involving emotional growth, which children benefit from knowing. This information about themselves is shared with children through an array of printed and other media materials.

Comprehensive Curricula for Personal and Interpersonal Adjustment

Three multi-media curricula (K-6) by well-known commercial publishers have found wide use in schools:

1. Developing Understanding of Self and Others: DUSO and Toward Affective Development (American Guidance Service)
2. Dimensions of Personality (Pflaum)
3. Focus on Self-Development (SRA)

These kits include materials such as student books, teacher guides, puppets, picture boards, and cassettes. Each program includes specific, day-to-day activities around age-related issues.

Values Education

The values clarification approach to teaching is outlined in a well-known mid-1960's book. Since its publication, a virtual deluge of values education curricula has become available: practical books with exercises, games, A-V materials, materials to clarify values through subject matter, and others. These strategies do not force a set of "right" values on students; instead they raise issues, confront students with inconsistencies, help them sort out their own values, and guide them toward an understanding of and a respect for the values of others.

Awareness of Others

In large measure, a child's social interaction is determined by his or her own point of view vis-a-vis others. Empathy is a primary process underlying human interaction and communication. It is implicated in a number of important social behaviors: altruism, generosity, regulation of aggression. One useful approach finds children discussing real-life "situation" cards. Such strategies are designed to increase children's understanding of relationships with others; to heighten awareness of other people's needs, feelings, and values; and to invite consideration of the consequences of personal decisions. The purpose is to increase the awareness and understanding necessary for developing a considerate, caring lifestyle.

Moral Education

Lawrence Kohlberg is well known for his research in the area of moral reasoning. His theories have now been translated into practical strategies to develop moral reasoning in the classroom. Students discuss and roleplay the "real moral dilemmas" that occur in everyday living. In this way they are exposed to their peers' moral reasonings. They talk with one another, argue, compare, and hopefully move upwards on a scale of improved morality. There is no sermonizing on a particular set of virtues.

Psychological Curriculum

The Psychological Curriculum developed at the University of Massachusetts consists of a large resource bank of imaginative, experiental teaching procedures which provide source materials for curricula aimed directly at psychological growth. In one approach, the subject matter is the student--his or her emotions, behaviors and thoughts. In another, the experiences may be integrated into most traditional curricula. The goal of both approaches is to assist the student in developing in three key areas of human concerns: sense of identity, sense of potency, sense of connectedness.

Causal Understanding of Behavior

A pioneer in the field of affective education and the primary creator of a teaching program for education in human behavior is Ralph Ojemann. He has been responsible for the development of curriculum materials for all grade levels and which may be used either as separate units or integrated into existing curricula. These materials are made available through the Educational Research Council of America (ERCA). The major premise of his approach is that the basic cause of many psychological problems is a maladaptive, superficial thinking strategy. Therefore, children are taught a dynamic or causal method of thinking in which they recognize and take into account the variety of factors that may produce a behavior compared with an approach which considers only the overt expression of behavior.

Ongoing Development of Behavioral Science Curriculum

Originators of this approach include Saul Cooper, Sheldon Roen, and Barbara Ellis Long. The content of the curriculum is literally the behavior of the students themselves. Lessons and curricula are developed after a diagnosis of real-life problems evolve in the classroom.

Communication & Group Process Skills

Training teachers in interpersonal skills has proven successful and directly beneficial to the classroom adjustment of students. Skill-building programs for teachers have been developed by David Aspy, Thomas Gordon, and others. The training includes such skills as how to listen, how to negotiate, and how to structure group interaction. Materials have been adapted to teach students these skills as well.

Decision-Making & Problem Solving

There is a significant relationship between problem solving and healthy interpersonal functioning. A variety of curriculum materials are available which help students learn effective procedures in discovering, sorting, and choosing alternative solutions to problems. Students develop a problem-solving style for real-life problems and generate their own ways of solving the typical interpersonal problems that arise during their day.

Self-Control Curriculum

Various approaches focus on very specific areas of training in the affective domain. The curriculum developed by Fagen, Long, and Stevens serves as one example. The self-control curriculum seeks to develop skills which are necessary for confronting, making, and acting upon difficult decisions. The curriculum consists of lessons in eight identified processes for self-control. The goal is to increase one's capacity to direct and regulate personal action in a given situation, flexibility and realistically.

Teacher Professional Growth

This is not sensitivity training. Teachers interact in response to the same activities they plan for students. One cannot learn about these methods simply by reading about them and talking about them; one has to do them and experience feelings while doing them in order to better understand what the student experiences. It is important that the teachers have had similar experiences which can be related to what it is they are trying to give their students. Affective education occurs in a classroom atmosphere which is dependent on the teacher's own style. Therefore, teacher professional growth has as its major premise that within the teacher's own emotional life are forces that affect the entire teaching process.

Enhancing Self-Concept/Self-Esteem

This approach has the objective of creating an educational environment in which the child can develop a self-concept as an effective learner and derive realistic judgements of esteem. One program developed by Stanley Coopersmith implements a framework of classroom practices based on concepts such as structure, options and alternatives, personal interests, challenge, focus, feedback, personal power and competency, and responsibility. In addition, curricular materials are available which are directed toward specific experiences for learning about oneself and one's personal strengths.

Roleplaying Methods

The "acting out" of ideas and social situations is an important way for students to understand and cope with themselves and their environments. Through roleplaying methods students can develop increased self-understanding and awareness of feelings, release feelings"safely," develop empathy for and insight into other people, try out new behaviors and experiment with new roles, learn and practice new social skills, develop skills of group problem solving, and grow in creativity and imagination.

Wide-Range Anthologies of Materials

This particular category does not have one thread that runs through it. There are many collections of materials that have found general use, which are both conglomerations of the above approaches as well as consisting of unique components. One example is a practical book by Larry Chase, The Other Side of the Report Card: A How-to-do-it Program for Affective Education. Since there are so many, no attempt will be made to list them here, but suffice it to say there are numerous other anthologies which have been developed and published.

Teacher Training

Behavioral Science Education Project utilizes eight different approaches to the training of teachers and other school professionals. These approaches are facilitated by the Project's resource services.

Consultation

Consultants model classroom strategies with classroom teachers, social workers, helping teachers, teacher consultants, and school psychologists. In addition, they meet for planning and other consultation sessions related to affective/behavioral sciences education.

Case consultation is often used to initiate preventive program consultation, encouraging the use of affective methods.

Consultants and school personnel utilize formalized curricula as well as individual classroom exercises. Consultation meetings range from as few as three or four sessions to as often as twice-weekly for the school year.

The Project has targeted at least one new school for each of the past three years, where a team of consultants has been available to the school. Study clubs have also been initiated through these schools in response to the staffs' interest. In addition, single consultants trained in affective approaches to consultation serve approximately 15 other county schools.

Specific objectives have been set to prepare teachers for affective-behavioral science education. Teachers are enabled:

1. to experience the various types of classroom strategies,
2. to integrate behavioral sciences education experiences into existing classroom content and experiences,
3. to explore the philosophical rationale for considering particular affective and behavioral issues in the school situation,
4. to prepare lessons related to an existing classroom situation for which the teacher is responsible,
5. to understand the variety of available resources.

Study Clubs

A Study Club is a group of teachers and other school professionals who come together voluntarily to learn about affective/behavioral education in elementary schools by a (1) sharing their own experiences and knowledge, (2) utilizing resource materials and persons, (3) developing specific skills, (4) stimulating the cross-fertilization of ideas and (5) finding emotional support for their work.

The early convener of the group is an experienced educator and mental health professional who has expertise in the field. The group begins in the fall and meets twice-monthly through the spring for approximately two hours. One Study Club also meets during the summer. The groups have met in such locations as an elementary school, a teacher's home, the community mental health offices. Usually, the groups meet from 7:30 - 9:30 in the evening; however, one very successful study club recently has been meeting from 3:45 - 5:15 in the afternoon. As the Club develops it takes on more autonomy and develops its own methods for organization and maintenance.

The specific content of study and discussion is decided upon by the group members. Sample topic areas include: (1) class meeting techniques (Glasser), (2) values clarification, (3) curricula (DUSO, Magic Circles, Pflaum, SRA, ERCA), (4) communication and helping relationship skills, (5) confluent education (merging the affective and cognitive in basic subjects), (6) enhancing self-concept/ self-esteem, (7) problem-solving and decision making, (8) facilitation of group process, (9) socio-emotional climate of the classroom, (10) role playing methods, (11) creative discipline, (12) creating and adapting lessons to deal with specific problem issues in the classroom.

Study club membership includes such diverse professional areas as classroom teachers, social workers, teacher-consultants, helping teachers, principals, school psychologists, and graduate students from several disciplines.

Among the important principles upon which study clubs operate, two are:

(1) group members are encouraged to develop their own resource network and in doing so, to share and instruct one another.

(2) the ultimate goal of training, which is curricular in nature, is to help group members to be able to select and adapt materials for their own needs as well as to create their own.

A typical study club meeting has 10-25 members present. Each session usually deals with one topic. The presentation is often made by a member and consists of a didactic-discussion aspect as well as an experiential-practicing aspect. The group setting affords the opportunity to safely practice techniques, to roleplay real-life situations, and to receive useful feedback. The last half hour is reserved for the general sharing of ideas and experiences and the choosing of the agenda (topic) and resource person for the next meeting. At this time, someone also volunteers as chairperson for the next meeting and provider of refreshments.

Seminar: Effective Learning and Teaching of Affective-Behavioral Sciences in Schools

The seminar is a series of selected Monday evening workshops, focusing on the learning and teaching of the affective-behavioral sciences in schools. It is sponsored by the Washtenaw Intermediate School District, in cooperation with Behavioral Science Education Project and the University of Michigan School of Education. The Seminar meets at the Intermediate School District for fourteen two-hour sessions, fall through spring.

The seminar follows a more defined structure than the study club format. A prescribed sequence of topics is followed, with occasional "sharing sessions" planned in order to allow for flexibility. A sample outline of topics includes:

a. Introduction and Theory of Affective Education
b. Classroom climate/environment
c. Self-concept/self-esteem
d. Glasser class meetings
e. "Magic Circle" programs
f. Major Affective Curricula
g. "Life Line" Curriculum
h. Clarifying values and moral education
i. Problem solving and roleplaying
j. Confluent education
k. Communication and group process
l. Evaluation in affective domain

The WISD sponsored seminar was developed by Behavioral Science Education Project, which also serves as the program's principal consultant. The Washtenaw Intermediate School District and Behavioral Science Education Project consultants constitute the training staff for the seminar. Additional resource consultants are invited to present for about half the sessions. University credit is arranged for those who wish it.

Inservice Programs

Staff development programs are offered to schools in Washtenaw County, ranging from single session workshops to a series of five or more sessions. Each workshop is customized to meet the schools' identified needs and wants. The programs seek to assist school personnel in exploring practical strategies to stimulate the affective, as well as the cognitive, growth of students. The workshops provide teachers and others with an understanding of the basic concepts of affective education, dimensions of personal and social development in schools, the building of a positive classroom climate, skill-building methods, the stregthening of student self concepts, and practical means to improve the classroom experience.

Annual Conference

Behavioral Science Education Project co-sponsors an annual conference on Affective-Behavioral Science Education. The 1st Annual Conference featured two keynote speakers, a choice among nine workshops, and a summary overview of available resources together with a selected display of resource material. This Conference was attended by 200 people from twenty different professional disciplines.

Although the conference is not intended as a primary method of training, it does serve as an important means of exposing people to the field, increasing the Project's visibility, and generating interest in available resources. Subsequent conferences will have a "theme-focus" on a specific area or approach in the field, with the opportunity for a more intensive training experience.

University Course

The Department of Educational Psychology at the Unversity of Michigan School of Education offers a program in Affective Development and Mental Health. Behavioral Science Education Project cooperates extensively in one of the courses, Affective Domain in the Classroom, which is a graduate level seminar offered in the evening in order to enable teachers to participate. The course is usually offered in the fall when demand dictates.

Education for Creative Health Series

A series of monthly film presentations emphasizing the development of affective learning in children and youth. The series is the collaborative effort of the University of Michigan (School of Education and Audio-Visual Education Center) and the Washtenaw County Community Mental Health Center (Behavioral Science Education Project).

Lectures

Staff consultants often receive requests from the community to speak about and demonstrate methods of affective education. Many of the invitations come from the two area Universities--from such disciplines as: special education, undergraduate teacher-training programs, community psychology, health education, and psychology.

BSEP Information Resource Center (IRC)

The IRC has been established to coordinate information for a wide audience of educators and mental health professionals.

The IRC has compiled a library of curricula, teacher resource books, cassettes, phonograph records, games, journal articles, research reports, course descriptions, lesson plans, project outlines, unit descriptions, classroom exercises and techniques, posters and pamphlets which are frequently on loan to school personnel. Selected articles are made available in multiple copy for teachers' use. In addition, the IRC has located other resources and can direct inquiries to these additional locations.

The IRC has compiled two extensive resource guides:

1. Helping Children and Youth with Feelings: Affective/Behavioral Science Education Resources for the Developing Self/Schools is a bibliography of published resources to promote affective development in schools. It includes an introduction and a listing of books, articles, periodicals, a sampling of children's books, organizations, and projects, additional resources, and an outline of selected curricula--annotated with publisher's descriptions.

2. Affective Development in Schools: Resource Programs and Persons is a guide that lists programs and persons working in the area of affective development in schools around the country. The descriptive listings have been assembled from materials provided by the persons and programs.

There is an ongoing, active search and survey of available resources. Significant publishers, organizations, and individuals will continue to be contacted in order to accrue resources and make them known and accessible to all educators.

Because of the lack of coordinated theory and constructs pertaining to the field, an extensive review of the literature has been made. The IRC is attempting to develop concepts and specific objectives, in addition, staff and project consultants have written a series of guideline articles.

The IRC has provided editorial consultation for publications and has consulted with educational organizations preparing funding proposals and research projects.

A large number of persons have been in contact with the IRC through ongoing mail response, visiting the project office, and dissemination of resource materials. Within its relatively limited resources of time, finances, and personnel, the project will communicate with as many persons as possible in order to share information and stimulate communication across the country. A small fee is charged for the extensive resource guides.

Behavioral Science Education Project

AFFECTIVE DEVELOPMENT IN SCHOOLS:
RESOURCE PROGRAMS & PERSONS

Name: Don L. Crowder, M.S.

Title: Program Administrator

Address: 713 Ashman St., Suite E
Midland, Mi. 48640

Other persons associated with program:
(include titles) Charlotte A. Shand, Education Specialist

Name of program: Comprehensive Drug Services

Affiliation: Midland-Gladwin Community Mental Health Services

When program started and terminated (or
expected termination date:

Program was implemented in January, 1972; no expected termination at this time

Brief description of program:

See attached Program Description.

Materials used or developed:

Affective Education Newsletter
Project S.U.N. Curriculum Guide

Additional comments:

Comprehensive Drug Services
Midland-Gladwin Community Mental Health Services

Description of School Drug Education Program

The areas of prevention, education and consultation receive little attention in many substance abuse programs. However, the Comprehensive Drug Services of the Midland-Gladwin Community Mental Health Services places major emphasis on this component of our program. Because of the unique characteristics of those individuals most susceptible to substance abuse in Midland and Gladwin counties, and due to the high instance of experimental drug usage, it is felt that the most economical expenditure of funds is in the area of preventative programming.

One illustration of this preventative approach is the work currently underway with the school systems in Midland and Gladwin counties. Initially, most drug education programs focused only on drug taking behavior itself and attempted to prevent this by "bomboarding" the individual with "factual" information concerning drugs. This approach has been largely unsuccessful, very likely because it did not attempt to deal with the reasons underlying the individual's drug using behavior. No attempt was made to examine other areas of the individual's life that might contribute to the abuse of various chemical substances.

In many instances, substance abuse is an attempt by the individual to satisfy human needs that are going unmet. Therefore, the goal of a drug education program should be to assist the individual in developing the skills he needs for dealing with problems in living. This should be contrasted with the goal of a drug information program which could be viewed as simply the providing of factual information about various chemical substances.

The programs which we are attempting to implement in the area schools are not oriented toward the providing of drug information, but rather toward providing learning experiences and skills which students can use to understand and accept themselves, and deal more effectively with problems in living. Through the development of effective methods of meeting ones own needs, the individual at the same time strengthens his self image. If a person has developed positive feelings about himself and skills which are effective in coping with life's problems, then he is less likely to turn to substance abuse or other self destructive behaviors. The approach we are using to accomplish these goals is known as Affective Education or Values Clarification. One of our primary objectives is to reach every teacher in the six school systems (Midland, Bullock Creek, Meridian, Coleman, Beaverton, and Gladwin) with some training in Affective Education.

We worked with the Drug Education Committee of the Midland Public Schools for three years on the development and implementation of a K-7 pilot drug education program (Project S.U.N.). We conducted training in values clarification for all of the staff in the pilot schools during the summer of 1974, and continued to provide consultation and technical assistance. We also assisted in the evaluation of the pilot program by conducting pre- and posttesting in both pilot and control schools. As the evaluation was positive, the program was expanded to all schools within the Midland Public School System in the fall of 1975. Our program continues to provide training and consultation for this program.

We are currently making contacts with outcounty school systems to investigate ways in which we might work with them on the implementation of affective education programs. By February, 1975, initial contact had been made with all school systems. The initial contact was in most cases with superintendents and principals and was followed by meetings with the staff of the various schools. We did conduct a three day workshop April 16-18, 1975, in which we trained resource people from some of the county schools in affective education techniques. Upon returning to their respective schools, they worked to attempt to implement these techniques in their own classrooms and assist in the training of other staff within their building. Consultation and technical assistance is provided to each resource person by the Education Specialist of the Comprehensive Drug Services. To assist teachers in the implementation of these techniques, we do publish a monthly Affective Education Newsletter which is distributed to all teachers who have received some exposure to the area of affective education.

Although it may initially be difficult to assess the impact of a program which is primarily preventative in nature such as that described above, we believe that the long range benefits of such a program are tremendous. If we can prevent an individual from ever becoming involved in substance abuse, then the savings both to the individual and to the community are immeasurable.

CEDARC: (Confluent Education Development and Research Center)
P.O. Box 30128, Santa Barbara, California 93105

CEDARC will conduct the following activities:

- Sponsor workshops.
- Maintain lists of qualified, available consultants in Confluent Education and various related disciplines.
- Assist in the establishment of Confluent Education Study Groups.
- Maintain a register of Confluent Education Study Groups.
- Sponsor a series of two-week Summer Programs in Confluent Education in 1975 at Santa Barbara.
- Sponsor a similar Summer Program in Sante Fe, New Mexico.
- Foster change in education.
- Foster change in quality of life.
- Be home base for anyone interested in Confluent Education.
- Receive, send, share information concerning Confluent Education and new theories in human development.

CEDARC PUBLISHES

THE CONFLUENT EDUCATION JOURNAL

- Membership fee for CEDARC includes a subscription to the journal.
- CEDARC will consider manuscripts concerning various aspects of Confluent Education.
- Other Confluent Education publications are also available through CEDARC.

Confluent Education Program: Graduate School of Education, University of California, Santa Barbara, California 93106

Confluent education seeks to integrate, in teaching and learning, the realm of emotions, attitudes, and values (affective domain) with that of thought and intellect (cognitive domain). It views this integration as essential to meaningful and relevant education, to intelligent and mature behavior, and to a person's taking a responsible and creative place in democratic society.

The Graduate School of Education at UCSB offers the M.A., M.Ed., and Ph.D. degree in Confluent Education. The two Master's degrees are designed primarily for experienced teachers or practitioners who desire training in confluent theory and practice. The Ph.D. program is designed to provide deeper understanding of the problems and possibilities of Confluent Education and addresses inself both to research questions and to the study of the foundations on which the theory and practice of Confluent Education are built. Thus, the program offers intensive preparation to candidates interested in professional careers in educational institutions or in human resource areas such as adult, community, or family education, leisure, rehabilitation, etc. There are no formal course requirements; each program of study is developed for the candidate according to his needs and interests. The program is designed primarily for persons with considerable professional experience who are seeking to extend their understanding and competence in their field.

Although much of the course work and training in all graduate work in Confluent Education is experiential and contains a personal growth component, the focus is not on therapy but rather on growth in the professional role. Persons primarily seeking personal growth are discouraged from making application to this program. The program is for professionals who demonstrate emotional maturity and personal soundness, but who wish to continue to grow in both personal and professional ways as a consequence of the operational inter-relationship of these two roles.

Confluent Education Program: 2643 Portage Avenue at Harcourt.
Winnipeg, Manitoba R3J0P1 Canada

Confluent Education is an attempt to merge the cognitive and affective domains in teaching and learning. Cognitive refers to intellectual functioning-the activity of the mind. Affective refers to areas of emotion, attitudes and values.

The basic premise in Confluent Education is that the cognitive and affective domains in the life of an individual are inseparable (e.g. one does not divorce the intellectual function involved in learning a concept from the feelings about that concept). If this is true, then it makes sense to take this merger into account in our deliberate teaching practice.

In Confluent Education philosophy, learning is seen as a NATURAL process. It is natural in the sense that the human organism WILL learn and grow; IS tuned into and integrated with his environment; and will learn about it and make use of it if he is not blocked. In Confluent Education a basic premise is to learn to facilitate natural learning processes. This is supported by creating processes which will not block natural learning or by creating processes which will remove blocks to learning.

In Confluent Education, one assumption is that if the individual learner can relate his emotional life, his values, and his interests (motivation) to the cognitive content being presented, then his capacity for intellectual growth will increase. In this process it is also likely that his learnings will be "complete" in the sense that his intellectual and emotional growth will flow together.

Confluent Education is an attempt to create a more total or complete learning process in the school system as it currently exists. The emphasis does not require changes in content or cognitive curriculum objectives or the creation of "physical" changes in schools.

This philosophy may be integrated into the present public school system.

1) By creating learnings for teachers and administrators where they themselves deal with questions of personal responsibility and awareness in merging the cognitive and affective domains in learning. This means, among other things, that teachers EXPERIENCE the process they intend to use in the classroom.

2) By developing techniques for classroom application which promote this kind of learning for students. Professional development for teachers can include the development of these skills.

3) By involving in these learnings the supporting or influencing forces in public education. This may include

administrators at various levels, parents, school boards, etc. This is important because these are persons who may have the most influence in removing structural blocks to this kind of learning.

4) By deliberately constructing curriculum and classroom atmosphere which allows for this type of learning experience.

Confluent Education, then is a way to bring about effective and useful changes within the system without discarding, as a first premise, all that is there already. Confluent Education is not the impositon of pre-ordained goals and objectives. It is, instead, a process of learning which allows each individual to develop goals and objectives using the resources available in school and community. The student learns to exercise responsibility by becoming more aware of himself and the world around him. He learns to take into account his concerns and feelings as well as the concerns and feelings of other persons. He learns how to discover, select and act on alternatives. He learns how to support others and be supported by them.

The Program provides resources in the following areas:

Teacher Training: Workshops and in-service programs in personal growth, communications student/teacher relations, cross-cultural orientation, theory and practice of Confluent Education, gestalt, values clarification, transactional analysis.

Curriculum Development: Provision of models for the development of integrated (cognitive and affective) curriulum, provision of resource material, facilitation of student involvement.

School-Community: Increasing the quality of communication between community and the school that serves it; application of Confluent approaches to assist communities toward developing goals for education, volunteer programs.

Student Programs: Activities emphasizing student/teacher/community relationships, family communications, facilitation of student-planned activities.

The program acts as a co-ordinative and supportive base for Confluent educators connected to the Confluent Education Demonstration Project. This includes being a clearinghouse for the sharing of information; the co-ordination of the use of facilitators trained in Manitoba and those from outside the province; co-ordination of future training activities in Manitoba; and liaison with Confluent or Humanistic Education porgrams in Alberta, British Columbia, California, Pennsylvania, Massachusetts and elsewhere.

"Creating the Responsive Classroom" Inservice Program: Network of Innovative Schools, Merrimac, Mass. 01860

The NETWORK OF INNOVATIVE, Inc., has two 10-session inservice courses in affective education underway for 40 elementary and secondary teachers in the public schools of Medfield, Massachusetts. The program, "Creating the Responsive Classroom (CRC)" follows a similar course offered last spring to 20 other Medfield faculty members and administrators. The intent of CRC is to interest teachers in exploring practical strategies for stimulating the affective side of their students' education, as well as the cognitive.

Some of the impetus for the current program came from studies, conducted at the Center for Research on Utilization of Scientific Knowledge, University of Michigan, which underscore the importance of the affective aspect of a child's education. The U of M research, compiled over a period of 10 years, showed a strong correlation between the way in which a student feels about himself and his interpersonal relations (particularly those with teachers and fellow students).

First given in the spring of 1973 to 40 K-eighth grade teachers in Holden, Massachusetts, the program provides teachers with some basic information about the affective domain. Program sessions address such topics as:

Listening and Paraphrasing: Participants are exposed to essential communications skills as a basis for judging the quality of discussion and interaction in the classroom.

Structuring a Humane Environment: Teachers examine the aspects of physical surroundings which encourage positive, humane behavior. The classroom is viewed as an environment with maneuverable components.

Diagnosing the Affective Classroom: This session addresses alternative means of evaluation to be used with goals addressing the affective development of students.

Importance of Positive Feedback: Teachers are actively involved in exercises which demonstrate the need for students to receive continued and genuine positive reinforcement for their work and behavior. Participants explore new avenues of communication opened by a responsive teacher.

The nature of the course is experiential. Teachers interact in response to certain problems presented to them that require role-playing or some other form of simulation. The idea is to put teachers through the experience so they grasp- emotionally as well as cognitively - the concept to be learned before they use similar approaches in their classrooms. Teachers are also asked to record in a journal their impressions of these training exercises, as well as their experiences with follow-up activities with their own students. Journal entries are dicussed at the beginning of each session, a procedure that keeps the course rooted in the day-to-day concerns of teachers.

DARTE (Drug Abuse Reduction Through Education): Wayne County Intermediate School District, 1500 Kales Building, Detroit, Michigan 48226

DARTE

... conducts training WORKSHOPS for leadership teams of educators, parents and young people.

... develops MATERIALS: DARTE Resource Guide, Things To Do To Build Communication and Trust, Decisions: Values and Drugs, In Touch, Alternatives A-Z, DARTE Scenario.

... organizes substance abuse education training CONFERENCES.

... arranges training CLINICS on communication skills, affective education, simulations and games, and other innovative and promising educational approaches to substance abuse education and prevention.

... emphasizes substance abuse PREVENTION.

... helps young people learn how to make DECISIONS.

... FOCUSES on things that adults and students can do together in school-community settings.

... trains LEADERSHIP teams of equal numbers of students and adults.

... works with leadership teams to plan substance abuse EDUCATION and PREVENTION programs for their local school districts, to carry out their plans, and to train others in their school district communities.

DARTE BELIEVES THAT IF YOUNG PEOPLE HAVE

... positive concepts of good physical and emotional health,

... personal resources to turn to in time of stress or trouble,

... rewarding relationships with others,

... challenging and fulfilling experiences in schools,

... experiences in making personal decisions based on examination of information, their own values, and the consequences of risk behavior, they are less likely to misuse drugs.

ARE YOU WORKING TO

... provide accurate and unbiased information about the pharmacological, social psychological, legal and medical aspects of substance abuse?

... build rewarding and continuing communications and trust behavior between adults and young people?

... create fulfilling school experiences and alternatives?

... help young people learn problem-solving and decision-making skills?

... help students to build positive concepts of good physical and emotional health?

... provide a sequence of experiences - a process - so that individuals work together in action teams to plan and implement substance abuse education and prevention programs?

Education Network: Association For Humanistic Psychology
325 Ninth Street, San Francisco, California 94103

The purpose of the Ed Net is to support and promote the the development and implementation of humanistic education. It is to seek a clearer definition of humanistic educational philosophy and to support and encourage educators at all levels in translating that philosophy into classroom reality.

Initiated three years ago by the educational wing of the Association for Humanistic Psychology, the Ed Net membership quickly swelled to over 2000 and became a financial liability to AHP. The result was a temporary suspension of Ed Net while goals and services were reassessed and plans developed for a more realistic approach to expanding educational consciousness. Membership in the Ed Net is now offered to AHP members on request but, regretfully, not to non-members.

Through questionnaires and discussions, educators across the nation identified their primary concerns in applying the principles of humanistic education:

1. The need for professional support
2. The need for training opportunities
3. The need for classroom materials---lesson plans, course descriptions, and exercises facilitating the intergration of cognitive and affective learning in the regular curriculum
4. The need to relate philosophy to the practice of humanistic education as opposed to the unrelated use of techniques and exercises.

The Ed Net offers the following services to help fill these needs:

1. Monthly Education News -- An education section published regularly in the AHP Newsletter will be chocked full of articles, notices of workshops and conferences, book reviews, reports on research, etc.

2. Education Network Roster -- A roster designed to facilitate communication among members in the network including names, addresses, and statements on work and special interests. The roster will enable members in close geographical proximity to form self-help groups. Such groups have formed successfully for mutual support and sharing in Long Beach, Los Angeles, and Chicago.

3. Conferences and Workshops -- AHP is co-sponsoring humanistic education conferences with several colleges and universities to augment the learning opportunities provided through the education track at the Annual Meeting and at Regional Conferences.

4. Speakers' and Consultants' Bureau -- A source of experienced professional leadership in humanistic education, this bureau will serve organizations seeking speakers, as well as schools and school districts

setting up in-service training programs and workshops.

5. National meeting -- A lightly structured day preceding the Annual Meeting for community, sharing, and planning future development of the Ed Net.

6. Publications -- Limited publications are presently avaiable including an annotated bibliography of Humanistic Education and articles helpful to the classroom teacher.

AFFECTIVE DEVELOPMENT IN SCHOOLS:
RESOURCE PROGRAMS & PERSONS

Name: Debby Boerema

Title: Affective Health Educator

Address: Greensboro Drug Action Council
P.O. Box 2519, Greensboro, North Carolina

Other persons associated with program:
(include titles) Taylor Carney, Director Of Educational Services

Name of program: Educational Services

Affiliation: Federally Funded Drug Treatment and Rehabilitation Facility.

When program started and terminated (or expected termination date:

March, 1974 to Present

Brief description of program:

The education office offers preventive education programs to the citizens of Guilford County. Preventive education in this context (focusing on self-awareness) is to provide a process whereby individuals cognitively and experientially understand the functional relationship of cause and effect in their behavior patterns. The educational staff conducts classes in affective health in local public and private schools. Certified renewal programs for teachers and preservice workshops in local universities and colleges.

Materials used or developed:

Draft models for elementary and senior high classes are enclosed.

Additional comments:

Behavioral Science Education Project

AFFECTIVE DEVELOPMENT IN SCHOOLS: RESOURCE PROGRAMS & PERSONS

Name:

Title:

Address: 2140 W. Olympic Blvd.
Los Angeles, Ca. 90006

Other persons associated with program:
(include titles)

Name of program: Educator Training Center

Affiliation:

When program started and terminated (or
expected termination date:

Brief description of program:

Offers workshops on the Glasser "Schools Without Failure" approach. Write for brochure.

Materials used or developed:

Additional comments:

Effectiveness Training Associates: 110 South Euclid Avenue,
Pasadena, California 91101

It has become apparent that technological advances in instructional methodologies and innovations in educational philosophy are beginning to demand a radically new role for the teacher in his relationship with students. This role departs from the traditional one of authoritative information-giver and instead will require the teacher to perform certain functions for which most teachers have not been trained or at least not adequately trained:

1. Facilitation self-directed learning
2. Conducting productive student-centered classroom discussions
3. Serving as an educational consultant to students
4. Facilitating student problem-solving
5. Fostering a classroom climate of intellectual freedom and creativity

Equally important, this new role departs from the traditional one of the teacher as the classroom disciplinarian controlling student behavior by reprimands and threats of punishment. Instead, the new role of the teacher will require such new skills as:

1. Fostering students' self-control and self-discipline to avoid both authoritarian or permissive approaches to discipline
2. Developing self-responsibility and independence in students
3. Fostering student participation in rule-setting
4. Resolving classroom conflicts through mutual problem-solving

Finally, teachers will need to learn effective new skills of communicating with students-skills that have a high probability of:

1. Enhancing students' self-esteem
2. Reducing students' dependence
3. Helping students solve their own problems
4. Making students feel understood
5. Reducing the psychological distance between teacher and students
6. Reducing student hostility toward teachers
7. Influencing students to have consideration for the needs of teachers and other students
8. Producing a relationship of mutual respect between teacher and student

A Teacher Effectiveness Training course was designed not only to teach the same basic human relations skills as the P.E.T. course but to give additional training in the special skills required for teachers to become effective in this new role. T.E.T. is a 30-hour course, utilizing essentially the same instructional methods as the P.E.T. course.

Schools are also beginning to re-evaluate the role of the school counselor and psychologist-exploring how to utilize their time more effectively than in the past. Those school districts that have enrolled their counselors and psychologists in the T.E.T. course find that the new skills and methods are as valuable to them as they are to teachers. Some of the school districts, after offerings the T.E.T. course, report that htey are now redefining the roles of counselor and school psychologist in the direction of their spending more time consulting with teachers on classroom problems, conducting group counseling for special groups of students, conducting in-service training sessions with teachers, helping teachers and students resolve conflicts, or organizing classes to train parents. These new functions are in contrast to the more limited traditional role involving testing, record-keeping, scheduling, and advising on courses.

Because T.E.T. provides a kind of training that many counselors and school psychologists did not receive in their formal academic training, it greatly increases their own professional potential for making a significant contribution to the improvement of the educational process and to teacher-child and parent-child relations. Some of the skills taught in T.E.T. which are of particular value to counselors are:

1. Non-evaluative listening for helping students solve their own problems.
2. A method of involving a teacher and a student in the process of resolving their own conflicts
3. A method of getting a class to work out a "contract" with the teacher that defines rules of classroom behavior
4. A framework for helping parents change their child-rearing practices
5. Methods for conducting effective group counseling with troubled or under-achieving students

WHAT IS TAUGHT in P.E.T.?

Session 1 PARENTS ARE HUMAN

They do not have to be consistent, present a united front, be forever tolerant, submerge their own needs.

Session 2 HOW TO LISTEN SO CHILDREN WILL SHARE PROBLEMS

"Active Listening," a new way to really hear

Session 3 PUTTING YOUR NEW SKILLS TO WORK

Coaching and classroom practice

Session 4 HOW TO TALK SO KIDS WILL RESPECT YOUR NEEDS

Effective confrontation that really works

Session 5 OTHER WAYS TO PREVENT AND CHANGE UNACCEPTABLE BEHAVIOR

Modifying the environment

Session 6 THE INEVITABLE CONFLICTS-WHO WILL WIN?

Avoiding power struggles

Session 7 THE NO-LOSE METHOD

Why this method avoids rebellion and resentment

Session 8 HOW TO AVOID BEING FIRED AS A PARENT

How to be a good consultant so your child will listen to your values

Behavioral Science Education Project

AFFECTIVE DEVELOPMENT IN SCHOOLS:
RESOURCE PROGRAMS & PERSONS

Name: David Groves

Title: Co-ordinator, Primary Prevention Program, Focus

Address: 615 Jones Street
Grand Ledge, Mi. 48837

Other persons associated with program:
(include titles)
Kyle Euckert, Program Consultant
Dr. Gil DeRath, Director, Regional child & Adolescent services

Name of program: Focus, A Program for Primary Prevention

Affiliation:

When program started and terminated (or expected termination date:

1972 Fall - ongoing

Brief description of program: Systematic program implemented in elementary schools. Designed to teach problem-solving techniques to help child become aware of himself, others, and his environment. Our major aim is to help child focus on and understand his own self-development. A full time consultant is assigned to help the teacher integrate program materials into the daily curriculum process. On-going training and individual teacher instruction and consultation is provided.

Materials used or developed:

Many different commercial Kits as well as encouragement for teacher to create new ones.

Additional comments:

AFFECTIVE DEVELOPMENT IN SCHOOLS:
RESOURCE PROGRAMS & PERSONS

Name: Howard G. Garner

Title: Assistant Professor of Special Education

Address: Virginia Commonwealth University
918 Park, Richmond, Virginia 23284

Other persons associated with program:
(include titles) Dr. George Giacobbe
Assistant Professor of Special Education

Name of program: Teacher training program in special education: Area of behavior disorders and emotional disturbance

Affiliation:
Virginia Commonwealth University

When program started and terminated (or expected termination date:

Brief description of program:

Training teachers in the development and use of affective education curriculum with children who have behavior disorders and emotional problems. Students develop affective education units and use them with the university class prior to using them with children.

Materials used or developed:

All unpublished affective education curriculum units.

Additional comments:

AFFECTIVE DEVELOPMENT IN SCHOOLS: RESOURCE PROGRAMS & PERSONS

Name: William A. Poppen

Title: Professor, Ed Psych and Guidance

Address: 108 CEB, University of Tennessee, Knoxville, TN 37916

Other persons associated with program:
(include titles) Charles L. Thompson

Name of program: Group Approaches With Students. Educational Psychology and Guidance 5060; Taught quarterly.

Affiliation:

When program started and terminated (or
expected termination date:

Brief description of program:

This is a graduate course aimed at helping counselors, supervisors and others learn to consult with teachers for the purpose of promoting "affective" education. Classroom teachers can also take the course to learn how to do affective programs in the schools. The approach is to "do" the meetings rather then to merely learn about them.

Materials used or developed:

C.L. Thompson and W.A. Poppen, Guidance for the Elementary School: Counseling Techniques. Robertson Co. Schools, Springfield, Tn. 37172 $4.

Additional comments:

AFFECTIVE DEVELOPMENT IN SCHOOLS:
RESOURCE PROGRAMS & PERSONS

Name: Mrs. Marcia Rosenblit

Title: Elementary School Guidance Counselor

Address: 298 Leslee Lane, Highland Park, Illinois 60035

Other persons associated with program:
(include titles)

Name of program: How Come I Feel The Way I Do?

Affiliation: School Dist. #108, Highland Park, Ill. 60035

When program started and terminated (or
expected termination date:

1971 - continuing

Brief description of program:

I meet with groups of 10 nine year old children to discuss feelings, emotions, parent, teacher, and peer relationships. During the same span of time, I meet with the teachers and parents of those children in separate sessions to discuss their feelings, joys, and pressures relative to teaching and parenting. We try to find commonality and unique areas for all three groups and try to communicate the expressions and feelings to all three groups

Materials used or developed:

Program description available

Additional comments:

This has become an established and highly successful program. I would be happy to share specifics of setting up and leading this type of program with others.

Human Development Training Institute: 7574 University Ave.
La Mesa, California 92041

HDTI Researches, develops, publishes and distributes humanistically oriented educational materials which meet the needs of students in the affective domain. An organization of professionals in the areas of Education and Psychology, HDTI offers, in addition to its materials, the following services:

Human Development Program Pre-service and in-service training for teachers, counselors and administrators

Staff Training in Affective Education

Workshops in developing creative oral communication in children in Billingual Education Programs

Career Development Institutes for grades 1 through 12

Correctional Institution Staff Human Relations Training

Educational Research

Evaluations

Materials Development

Needs/Assessment

Educational Program Audits

Human Relations Education Project of Western New York: Division of Curriculum Evaluation Development. Buffalo Public Schools. Buffalo, N.Y.

Human Relations Education suggests the philosophy of an overall approach to life and to the most profound values of human life. How young people experience life, how they become aware of values, and how they discriminate and choose among values are important to the concept of Human Relations Education.

The human relations approach stresses respect for the individual and the development of a positive self-concept. A respect for the dignity of every human being is a basic necessity in the growth and development of human relations. It is only through such respect and acceptance by others that an individual can develop a positive, healthy self-concept.

The particular focus of the HREP will be on interpersonal and intergroup relations. Most teachers are interested in and willing to improve the effectiveness of classroom human relations, but they may not be aware of available materials, effective methods, or specific teaching skills and learning activities. The HREP will provide classroom teachers with lesson suggestions, techniques and materials designed to help them and their students gain greater insight and understanding.

AFFECTIVE DEVELOPMENT IN SCHOOLS: RESOURCE PROGRAMS & PERSONS

Name: Tommye Casey

Title: Content Director

Address: Research for Better Schools, Inc.
1700 Market Street/Suite 1700, Philadelphia, PA 19103

Other persons associated with program:
(include titles)

Name of program: Language of Personal Experience

Affiliation:

When program started and terminated (or
expected termination date: Started - December 1973
Expected termination - November 1975

Brief description of program: The Language of Personal Experience (LOPE) is designed to provide teachers with the tools to instruct children aged 10 to 12 in a vocabulary which will help them to describe in a consistent way their personal reality. The intent is to help children to analyze those elements of personal experience which lead them to behave in certain ways in specific situations. They come to understand the perceptions, feelings, opinions, and conclusions that both produce and result from human behavior. The instructional materials make no pronouncements about the relative merits of perceptions, specific feelings, opinions, or behavior. Rather, they portray at every opportunity the full range of options and remain as neutral and nonjudgement as possible.

Materials used or developed:

Additional comments:

AFFECTIVE DEVELOPMENT IN SCHOOLS:
RESOURCE PROGRAMS & PERSONS

Name: Peter C. Doran, Ph. D.

Title: Chairman, Health Science Dept., Secretary, Maine's Health Education Consortium

Address: Health Science Dept., University of Maine at Farmington, Farmington, Maine 04938

Other persons associated with program: (include titles) Jack Boynton, Supervisor of Media Services
State Dept. of Educational and Cultural Services

Name of program: Leadership Training Institute - Life Coping Skills

Affiliation: Maine's Health Education Consortium

When program started and terminated (or expected termination date: Summer Workshop - one week - 1973, 1974, 1975.

Brief description of program: Through a statewide consortium, we provide for training in affective techniques built around mental health oriented instructional television series, e.g."Inside/Out", Self, Inc., One To Grow On.

Materials used or developed: Instructional television series--"Inside/Out", "Self, Inc." "Bread and Butterflies", "Social Seminar", "One To Grow On".

Additional comments: We use leadership training to initiate a process of teachers training other teachers in the use of affective education techniques. Starting with a cadre of 50 we are able to train up to 800 teachers to reach 12,000 children per year.

AFFECTIVE DEVELOPMENT IN SCHOOLS:
RESOURCE PROGRAMS & PERSONS

Name: Wilma Hotaling

Title: Educational Specialist

Address: 206 Home Avenue
Xenia, Ohio 45385

Other persons associated with program:
(include titles)

Maude Nagle, Psychiatric Nurse

Name of program:
Let's Look At Aggression

Affiliation:
Greene County Children's Mental Health Program

When program started and terminated (or
expected termination date:

Brief description of program:
Presentation and discussion of film - Let's Look At Aggression as basis for workshops on discipline and aggression in young children. The group discussion is designed to clarify individual understanding of aggression in children and to develop critical thinking about how such situations can be handled in a pre-school setting. Workshops on this topic have been given to parent groups and teachers, as well as students of Education and Child Development Classes.

Materials used or developed:
Film - Let's Look At Aggression

Additional comments:

Behavioral Science Education Project

AFFECTIVE DEVELOPMENT IN SCHOOLS: RESOURCE PROGRAMS & PERSONS

Name: Barbara Ellis Long

Title: Editor Elect, Journal of Clinical Child Psychology

Address: 17 Granite Court
San Carlos, Ca. 94070

Other persons associated with program:
(include titles)

Name of program:

Affiliation:

When program started and terminated (or
expected termination date:

Brief description of program:

Materials used or developed:

Attached list of publications describe programs

Additional comments:

LIST OF PUBLICATIONS

Barbara Ellis Long

CURRICULUM:

1. Linehan, Tom, and Long, Barbara Ellis, The Road Game, New York: Herder and Herder/Seabury Press. 1970.

2. Long, Barbara Ellis, The Road Game, Student Book, New York: Herder and Herder/Seabury Press. 1970.

Long, Barbara Ellis, Human Relations Series. The Grade Teacher, 1971-72:

3.	"Pebbles in the pool."	89, (1), 118-119+.
4.	"Unit I: 'Who am I?'"	89, (1), 119-122.
5.	"More about us."	89, (2), 20-25+.
6.	"Identity auction."	89, (3), 56-58+.
7.	"Getting the message."	89, (4), 44-47.
8.	"When 'Confusion' reigns."	89, (5), 43-46+.
9.	"The milk bottle game."	89, (6), 38-41+.
10.	"Decisions, decisions."	89, (7), 20-32.
11.	"Why words?"	89, (8), 21-28.
12.	"Why do people do what they do?"	89, (9), 70-76.

13. Long, Barbara Ellis, "Experimental studies of the intra-personal and inter-personal elements in international understanding," in: Kernochan, A. (Ed.) A portfolio of projects. Suggested projects on the United Nations and its agencies for elementary and secondary schools. New York: U.S. Liaison Committee for UNESCO, ASP. 1971.

14. Long, Barbara Ellis, The Journey to Myself. A curriculum in psychology for middle schools. (In press).

BOOKS:

1. Long, Barbara Ellis, Where do you learn to be people now - in schools?" An approach for mental health education. In: Bower, Eli M. (Ed.) Education and Orthopsychiatry, Detroit: Wayne State University Press, 1971.

2. Long, Barbara Ellis, Using the behavioral sciences as a focus for social studies - a string for the beads. In: Rogers, Vineent R. (Ed.) Teaching Social Studies in Urban Schools, Reading, Mass.: Addison-Wesley, 1972.

3. Long, Barbara Ellis, and Wolsk, David, Projective education for the child's need to know. In: Hunt, Kendall (Ed.) Social Studies Reader, California,: California State College. Penn., 1972.

4. Long, Barbara Ellis, To teach about human behavior. In: Skeel, Dorothy J. (ed.) Readings in Social Studies. Pacific palisades CA.: Goodyear, 1972.

5. Long, Barbara Ellis, Increasing depth of self perception in children through a course in psychology: A feasibility study of a teacher training program. and A model for elementary school behavioral science as an agent of primary prevention. In: Dupont, Henry (Ed.) Educating Emotionally disturbed children: Readings, (Second edition) New York: Holt Rinehart and and Winston, 1975.

Long, Barbara Ellis, The journey to myself, (see above.)

PUBLISHED ARTICLES:

1. Long, Barbara Ellis, Teaching psychology to children, American Psychologist, 1968, 23, August, 691-692.
2. Long, Barbara Ellis, "Where do you learn to be people now - in schools?" An approach for mental health education. American Journal of Orthopsychiatry, 1969, 39, (2), March, 291-293.
3. Long, Barbara Ellis, Elementary behavioral science as mental health education, Elementary School Journal, 1970, 70, February, 253-260.
4. Long, Barbara Ellis, Projective education for creative human development. Working paper prepared for the ASCD World Conference on Education, Asilomar, California, March 1970, mimeographed. (Published in Grade Teacher, 89, (1) September, 1971. 118-119, 124-130.)
5. Long, Barbara Ellis, To teach about human behavior, Educational Leadership, 1970, 27, (7), 683-685.
6. Long, Barbara Ellis, A model for elementary school behavioral science as an agent of primary prevention, a contribution to the symposium, "The relevance of pre-college behavioral science for society." Robert L. Anderson, (Chmn.), Washington, D.C., September, 1969. (Republished in American Psychologist, 1970, 25, 571-574.)
7. Long, Barbara Ellis, Implications of a teacher training program developed for a curriculum in psychology, elementary level. A contribution to the symposium, "Applications of Developmental Psychology and Neurophysiology to the Education of Children: A New Look," David Wolsk (Chmn.), presented at the XVIIth International Congress of Applied Psychology, Liege, Belgiu, July 25-30, 1971. (Published in The Proceedings, Brussels, Belgium: Editest. 1973.) In Eric/Chess. Also in JSAS (American Psychological Association).
8. Long, Barbara Ellis, and Wolsk, David, Projective education for the child's need to know. Social Education, April 1971. 35, (3). 295-299, 309.
9. Long, Barbara Ellis, Epidemiological considerations and implications of a mutated addictive vice recently discovered in isolated cases. Locus: Membership, Section 1. The Journal of Clinical Child Psychology, 1, (1). Winter 1971-72. 22.
10. Long, Barbara Ellis, Where do you learn to be people: behavioral science and ethical imperatives in the classroom. Ethical Education, Winter, 1971, 5-6.
11. Long, Barbara Ellis, A model for a behavioral science curriculum. Curriculum Trends, April, 1972. Croft Educational Service, Inc., 100 Garfield Avenue, New London, Conn. 07320.

12. Long, Barbara Ellis, A model for teacher training in the behavioral sciences. Curriculum Trends, May 1972. Croft Educational Service, Inc., 100 Garfield Avenue, New London, Conn. 07320.

13. Long, Barbara Ellis, A climate for learning. Today's Education, September 1972.

14. Long, Barbara Ellis, Difficulties of implicit assumptions in "Giving Psychology Away." American Psychologist, December, 1972, 27, (12).

15. Long, Barbara Ellis, Implications for educational change with elementary school psychology curriculum. A contribution to the symposium, "Possibilities for educational system change when behavioral science is part of the curriculum." Ralph Ojemann and Lorene Stringer, (Chmn.) presented at the annual meeting of the American Orthopsychiatric Association, Detroit, Mich., April 5-8, 1972, in: Professional Psychology, May, 1974, 166-174.

16. Long, Barbara Ellis, Increasing depth of self perception in children through a course in psychology: A feasibility study of a teacher training program. Presented at the XXth International Congress of Psychology, Tokyo, Japan, August 13-19, 1972, in: Counseling & Values, 1973, volume 18, 2.

17. Long, Barbara Ellis, with Freeman, Robert E. and Nyhan, Patricia A. An Adaptation of the Road Game. Intercom, #75, 1974. (Center for War/Peace Studies, New York).

MIMEOGRAPHED:

1. Long, Barbara Ellis, A behavioral science program for children as a primary prevention measure, paper presented at the Second Annual International Congress of Social Psychiatry, London, England, August 8, 1969, mimeographed.

2. Long, Barbara Ellis, Ideas for People Watchers, the Survival Kit. Report of the Teachers' Workshop, August 3-14, 1970. Mimeographed.

3. Long, Barbara Ellis, Progress report, NIMH 314d grant: St. Louis State Hospital teacher training workshop in elementary behavioral science, 1971.

4. Long, Barbara Ellis, Projective education. A review of research with a behavioral science curriculum for sixth grade children. A contribution to the symposium, "Creative human development as a school curriculum." William Hollister, (Chmn.), presented at the meeting of the American Orthopsychiatric Association, Washington, D.C., March 21-24, 1971.

5. Long, Barbara Ellis, Your students know more about you than you think, or how to do a strip tease without really trying, 1973.

6. Long, Barbara Ellis, and Bower, Eli M. Position statement on elementary school behavioral science, presented to: The APA committee on pre-college psychology, December, 1973.

7. Long, Barbara Ellis, School/Community Mental Health Centers. Partnership in Child Mental Health Services. San Mateo County Department of Health and Welfare, California. Proposal to NIMH. Funded, 1974. Eight year program. Annual Budget: $355,186.

AFFECTIVE DEVELOPMENT IN SCHOOLS:
RESOURCE PROGRAMS & PERSONS

Name: Dr. Marilyn Wightman

Title: Assistant Professor

Address: State Univ. College, New Paltz, N.Y. 12561

Other persons associated with program:
(include titles) Dr. Shirley Zeitlin - Assoc. Prof.
Dr. Nancy Schniedewind, Asst. Prof.
Dr. Frederic Mayo, Asst. Prof.

Name of program: Master's in Humanistic Education
State Univ. College, New Paltz
Affiliation:

When program started and terminated (or expected termination date:

Brief description of program:

Master's program in Humanistic Education with concentration on the affective component of education. Also leads to NY State permanent certification in Elem. Ed.

Materials used or developed:

Additional comments:

Dr. Wightman could give more information about the program.

Mental Health Education Branch: Division of Scientific & Technical Information. National Insitute of Mental Health. Alcohol, Drug Abuse, and Mental Health Administration. Public Health Services. Department of Health, Education and Welfare. 5600 Fishers Lane. Rockville, Maryland 20852

Although we are aware that the Consultation and Education staffs in many of the Community Mental Health Centers are developing and using their own mental health education programs, we also know that many of the Centers have insufficient staff and funds to develop such projects for their own use. Therefore, it seems imperative that the ideas and programs that have proven successful be shared with others. We are suggesting an informal "idea interchange," coordinated by our office, which will accomplish this objective and will promote communication among Centers.

We, in the Mental Health Education Branch, are especially interested in mental health in the schools--the development and dissemination of programs aimed at alleviating mental health problems and preventing mental illness among children. We would like to provide you with program ideas from other Centers. If you would be willing to share any resources that you have developed and the problems, successes, and needs that you have encountered, all the Centers could benefit. Our ultimate, common goal of preventing mental illness and promoting mental health would be more easily accomplished.

AFFECTIVE DEVELOPMENT IN SCHOOLS:
RESOURCE PROGRAMS & PERSONS

Name:Gerald L. Stone, Ph.D.

Title: Coordinator, Counseling Psychology Program

Address: Department of Psychology, University of Western Ontario,
London, Ontario, Canada

Other persons associated with program:
(include titles) William C. Hinds, Associate Professor, College of Education, Michigan State Universtiy, East Lansing, Michigan (Mental Health Behavior Project)

continued

Name of program: Mental Health Project (Department of Mental Health, Lansing Michigan). Problem-solving Project (Masters theses, University of Western Ontario)
Affiliation:

When program started and terminated (or
expected termination date: Mental Health Behavior Project - 1970-71
Problem-solving Project - 1974

Brief description of program: see

Stone, G.L.; Hinds, W.C., & Schmidt, G. L. Teaching mental health behaviors to elementary school children. _Professional Psychology_, 1975, _6_, 34-40.

Martin, D. Psychological education: _An approach to problem-solving training with elementary school children_. Unpublished Masters Thesis, University of Western Ontario.

Materials used or developed:

Additional comments:

Material available on request.

Other persons associated with program: continued

Gilbert W. Schmidt, Coordinator for the Eaton County Community Mental Health Center, Charlotte, Michigan (Mental Health Project)

Danielle Poitras-Martin, M.A., c/o Dr. Gerald L. Stone (Problem-solving Project)

AFFECTIVE DEVELOPMENT IN SCHOOLS:
RESOURCE PROGRAMS & PERSONS

Name: Patrick R. McGarth

Title: Director, Mental Health Program

Address: U. of Bridgeport, Bridgeport, Ct. 06602

Other persons associated with program:
(include titles) Edward B. McGinnis, Assoc. Prof. M.S., RN.
Kenneth Geier, M.D. Assoc. Prof.
Michael Guglielmo, MSW Assist. Prof.
Susan Mann, M.S., ATR, Instructor

Name of program:
Mental Health Work Program

Affiliation:

When program started and terminated (or
expected termination date: Start 1972
Continuing

Brief description of program:

Generalist Program for Mental Health Workers. Certificate & AA Degree Levels w/options to emphasize specialization in working with
Children }
Elderly } in either } Hospital or Community } settings.
Art therapy }

Intensive clinical fieldwork with full University to draw "support" course from and affiliation with 30 local and regional Agencies, clinics, M.H. programs.

Materials used or developed:

Additional comments:

Program Brochure (currently Being Revised)
Outline of Courses in Mental Health

Merrill-Palmer Institute: 71 East Ferry St., Detroit, Mich. 48202

Graduate program with a strong emphasis on the affective development of children in schools.

Enhancing Human Potential In Young Children And Their Families

This program unit focuses on recognizing the potential which is inherent in every child and enhancing the development of this potential.

The unit will direct its efforts toward the creation of programs which will help young children from the inner-city environment to enhance their self-esteem, potential for creative growth, and movement toward an authentic life. In the process, intervention and growth projects will be developed in cooperation with other relevant community people. The setting will be target schools from the inner city and special schools in the broader community.

Possible activities of this group include seminars, workshops, discussion groups, encounter sessions, work-life projects, person-to-person dialogues, and individual interviews.

Students choosing to work intensively in this unit must make a work-study commitment for the academic year. The seminars are year-long courses, for which credit will be granted only at the end of three quarters. Enrollment in the program is limited to graduate students with admission by consent of the program unit faculty.

Unit faculty: Clark Moustakas, Cereta Perry

Michigan Association for Affective Education: c/o Assistant Superintendent. Battle Creek Public Schools, 75 Capitol Avenue, NE, Battle Creek, Mich. 49016

The purpose of this Association shall be to promote and legitimize a concept of education stressing the development of the whole person by integrating the cognitive, affective and psychomotor; to advocate the importance of the affective domain in the educational process; to provide a forum for communication and dissemination of information among all members of the educational community.

Institutional membership: $25; Educational membership: $5.00; Student membership: $1.00

AFFECTIVE DEVELOPMENT IN SCHOOLS:
RESOURCE PROGRAMS & PERSONS

Name: James J. Schafer

Title: Mental Health Educator

Address: Connecticut Department of Mental Health, 90 Washington Street,
Hartford, Connecticut 06115

Other persons associated with program:
(include titles)

Frances T. Roberts, Chief of Mental Health Education

Name of program: "More to Grow on"

Affiliation: University of Connecticut

When program started and terminated (or
expected termination date:

April 7 to May 12, 1975

Brief.description of program:

A series of five, two-hour programs dealing with the promotion of mental health in the classroom was presented through the University of Connecticut's cable television system. Each program began with a speaker presenting a lecture (topics included: principal's role, Magic Circle, theatre games, institutionalized child, and mainstreaming), which was followed by discussions at the three locations where the program was seen. The discussions were led by experienced facilitators. The cable system's "talk-back" capability allowed a brief question and answer period at the end.

Materials used or developed:

Additional comments:

TEACHERS!

1 How would monthly observations by your principal and department chairperson affect the learning climate in your classroom? In what ways can evaluator and teacher collaborate in developing specific performance criteria for growth? In his role as "principal teacher," DR. ERIC BERGER of Suffield High School assigns top priority to teacher evaluation. He will discuss the administrator's impact on the learning environment on April 7 at 8:00 p.m.

2 You went into teaching with the idea of wanting to help people live better lives. After college you knew a lot about subject matter but were still low on "helping skills." You want to really listen, to focus on feelings in the classroom, give recognition, increase awareness of similarities and differences, involve everyone, and transfer leadership. Where do you and your students learn these skills? One place is in the "Magic Circle." In the April 14 program, PAUL BERKEL, a psychological consultant in the West Hartford schools, along with teachers who have used the technique show how twenty minutes in the Magic Circle affects the emotional growth of students — and teachers!

3 On April 28, watch MARY HUNTER WOLF of the American Shakespeare Theatre playing theatre games with a group of graduate students. Fun and games time? They are fun and you will be offered the opportunity to experience some of the games but they have a serious purpose: to increase awareness, creativity, and expression. Mrs. Wolf will explain each game and its potential for promoting mental health and affective education in the classroom.

4 What is a "normal" child? When does a child not belong in the regular classroom? What happens to children who are separated out into special programs and institutions? DR. AMY SLADE/WHEATON, Director of Education, Riverview School of the Children's Unit, Connecticut Valley Hospital, and CHARLES LAUNI, Associate Commissioner for Children's Services for the Mental Health Department, tackle these and other questions - your questions - in program number 4 on May 5.

5 GABRIEL SIMCHES has raised controversy in the educational community with his recent report on pupil personnel services. Do guidance counselors and special ed. teachers have a legitimate role in general education? What additional burdens will "mainstreaming" place on classroom teachers? In our last session, Mr. Simches, Unit Coordinator for Emotionally Disturbed in the State Department of Education, will talk about what happens when a child who has had special help returns to the regular classroom. This will be on May 12.

MORE TO GROW ON

a series of five workshops designed to provide teachers with usable skills for promoting mental health in the classroom. Sponsored jointly by the Continuing Education Services of The University of Connecticut and The State Department of Mental Health, "More to Grow On" is unique in that each session includes:

- *a presentation by guest expertvia closed-circuit TV, using films and tapes
- *group discussions led by qualified facilitators
- *talk-back to guests through UConn's cable facilities

PLUS! UConn will award 1 Continuing Education Unit (CEU) for the successful completion of the course. CEU's are a nationally recognized recording device for substantive, non-credit learning experiences. Locations on reverse side.

Behavioral Science Education Project

AFFECTIVE DEVELOPMENT IN SCHOOLS: RESOURCE PROGRAMS & PERSONS

Name: Mrs. Bettye Alley

Title: Materials Director, Robertson County Board of Education

Address: 22nd Avenue and Woodland Street,
Springfield, Tennessee 37172

Other persons associated with program:
(include titles)

Name of program: Multi-Center Approach to Elementary Guidance - ESEA III Project

Affiliation:

When program started and terminated (or expected termination date:
November 1, 1971 - August 31, 1974

Brief description of program: The primary purpose of the Multi-Center Approach to Elementary Guidance programs was to establish in seven elementary schools, representing a wide geographical area in Tennessee, model elementary school guidance programs. This project afforded opportunities to plan and implement essential components of a meaningful developmental elementary guidance program. A significant purpose was to develop, design, or evaluate strategies, techniques, and measurable instruments for use in the elementary school. The program incorporated the concept that all activities are carried on for the express purpose of helping the child be challenged and achieve success through the psycho-motor, cognitive, and affective domain.

Materials used or developed:
Slide-Tape Presentation - "Guidance for the Elementary School"
Book - Guidance for the Elementary School: Counselor Techniques

Additional comments:

Copies of the book, Guidance for the Elementary School: Counselor Techniques, are available from the Robertson County Board of Education, Springfield, Tennessee, at the cost of $4.00 per book post paid.

Robertson County Board of Education
22nd Avenue and Woodland Street
Springfield, Tennessee 37172

MULTI-CENTER APPROACH TO ELEMENTARY GUIDANCE

PROJECT COUNSELORS

Henrietta Bradford
White Bluff Elementary School
White Bluff, Tennessee

Sharon Guthrie
Central Elementary School
Lafayette, Tennessee

Mavis Borthick
Greenbrier Elementary School
Greenbrier, Tennessee

Ethel Benson
Ingram Sowell Elementary School
Lawrenceburg, Tennessee

Jacqueline Boehler
K.D. McKellar Elementary School
Milan, Tennessee

Ruth Ann Wilson
Evans Elementary School
Erwin, Tennessee

Virginia Smith
Lipscomb Elementary School
Brentwood, Tennessee

PROJECT CONSULTANTS

Dr. Charles L. Thompson - Dr. William A. Poppen
The University of Tennessee
Department of Educational Psychology and Guidance
Knoxville, Tennessee 37916

Behavioral Science Education Project

AFFECTIVE DEVELOPMENT IN SCHOOLS:
RESOURCE PROGRAMS & PERSONS

Name: Frances T. Roberts

Title: Chief of Mental Health Education

Address: Connecticut Department of Mental Health, 90 Washington Street,
Hartford, Connecticut 06115

Other persons associated with program:
(include titles)

Name of program: "One to Grow On"

Affiliation: National Institute of Mental Health; University of Connecticut

When program started and terminated (or
expected termination date:

May 7 to June 4, 1974

Brief description of program:

A course consisting of five two-hour sessions was offered through the facilities of the University of Connecticut's Non-credit Extension Department. The program was seen simultaneously in 8 cities using the University's cable television system. The five-speakers used films from NIMH's "One to Grow On" series as the basis for a one hour lecture presentation, which was followed by a one-hour discussion period at the branches led by experienced facilitators.

Materials used or developed:
"One to Grow On" -- NIMH teacher-training series.

Additional comments:

ONE TO GROW ON . . .
AND GROWTH FOR EVERYONE

Schools have an enormous potential for enhancing the mental health of all children, and for preventing the development of serious emotional disorders.

Teachers spend more time with children and their parents than any other professional group. Because the teacher works with students on a daily basis, he plays a monumental role in shaping their personal growth and maturity, a role which cannot be understated.

Helping teachers carry out this formidable function is a task which concerns various segments of society — school systems, fellow educators, parents, and interested community members. Instrumental to this end is the development of teacher training programs to help sensitive teachers strengthen the self-esteem of students, and promote better understanding of good human relations.

ONE TO GROW ON . . . is one such program.

CONTINUING EDUCATION UNITS

The University of Connecticut will award 1.0 Continuing Education Units (C.E.U.'s) for the successful completion of the course One To Grow On. C.E.U.'s are a nationally recognized recording device for substantive noncredit learning experiences, and are an appropriate device for business, industry, and agency use as a measure of inservice education and training. The course is being sponsored by Continuing Education Services in cooperation with The Connecticut State Department of Mental Health.

LOCATIONS:

Bridgeport	SNETCO 365 John Street
Groton	Southeastern Branch Avery Point
Hartford	Hartford Branch 1800 Asylum Avenue
New Haven	SNETCO 300 George Street
Stamford	Stamford Branch Scofieldtown Road
Storrs	UCONN Main Campus School of Business Administration
Torrington	Torrington Branch University Drive
Waterbury	Waterbury Branch 32 Hillside Avenue

Please Indicate Location Preferred

REGISTRATION

All mail registration must be postmarked no later than May 1, 1974. Detailed information on room assignment will be furnished confirmed registrants.

GENERAL INFORMATION

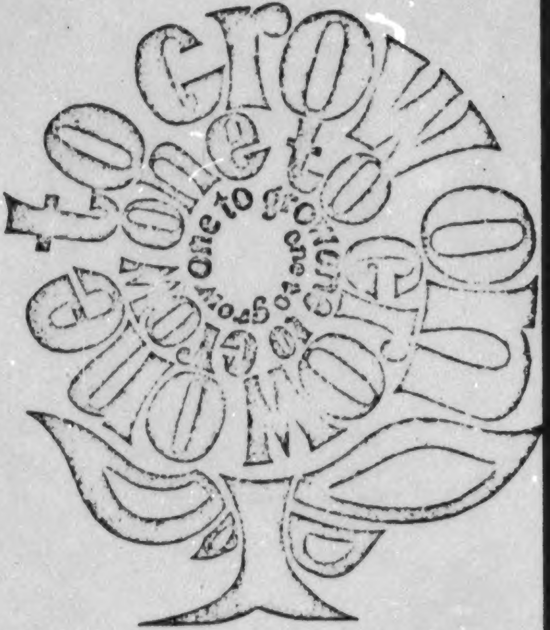
1. Register now.
2. For further information call 486-3235 or write Continuing Education Services, Non-Credit Extension, U-56M, The University of Connecticut, Storrs, Connecticut 06268.
3. Class size at any center will be limited. The University reserves the right to cancel courses.

COURSE FEE

The course fee is $15.00.

WHEN

The course will meet for five Tuesday evenings starting May 7 to June 4 from 7:30 to 9:30 p.m.



A TEACHER-TRAINING PROGRAM
SPONSORED BY
THE CONNECTICUT STATE
DEPARTMENT OF MENTAL HEALT
IN COOPERATION WITH
CONTINUING EDUCATION SERVICE
UNIVERSITY OF CONNECTICUT
SPRING, 1974

ONE TO GROW ON
Registration Form

Make checks payable to:

THE UNIVERSITY OF CONNECTICUT
A receipt will be mailed to you.

LOCATION ______________________

Mr.
Mrs. ______________________
Miss

Street ______________________

City ________ State ________ Zip ________

Social Security Number (necessary to register) ________ Age ________

Home Telephone ______________________

Business Telephone ________ Extension ________

Years of Formal Schooling ______________________

Mail registration to:

Non-Credit Extension, U-56M
The University of Connecticut
Storrs, Connecticut 06268

ONE TO GROW ON . . .
A DYNAMIC HUMAN RELATIONS PROGRAM FOR TEACHERS

ONE TO GROW ON is a film and discussion series designed to bring current knowledge about mental health and children into the classroom. Developed by the National Institute of Mental Health, ONE TO GROW ON is designed to stimulate provocative thinking and discussion of mental health issues surrounding classroom teachers.

The program consists of a series of open-ended films. Some of the films offer classroom techniques and models, which the ONE TO GROW ON participant can accept, reject, or modify as suits his classroom needs. Others center on human relations issues. All of the films avoid a didactic approach in favor of one that is experiential and non-judgmental.

Accompanying each film is a discussion guide highlighting salient discussion segments of the film, and relating the core of each film to others in the series. Printed materials are also available for participants who desire more extensive information on classroom techniques.

The ONE TO GROW ON films and printed materials are educational tools, not a package of remedies. The program is best used as a catalyst, a core of stimulating impressions around which problems can be discussed and solutions suggested. ONE TO GROW ON is a flexible and forceful program which all teachers can use and adapt to their particular requirements.

ONE TO GROW ON . . .
PRESENTED ON CLOSED-CIRCUIT TELEVISION IN EIGHT LOCATIONS

Continuing Education Services of The University of Connecticut, in cooperation with the Connecticut State Department of Mental Health, offers a spring workshop for *one Continuing Education Unit.* Five two-hour training sessions will be offered at eight locations throughout the state. Participation at each location is limited to 50 people, who will work in smaller groups. The fee is $15.00.

The first hour of each session will be shown via closed-circuit television. This hour will feature a guest speaker using one or more of the ONE TO GROW ON films. The second hour of each session will consist of group discussions led by qualified leaders using background materials and discussion guides developed by the National Institute of Mental Health for the ONE TO GROW ON series. The final program in the series will discuss the teacher's use of the 30-segment television series, INSIDE/OUT.

Speakers will include:

Joseph W. Griggs, Ed.D., Consultant, School Mental Health Center for Studies of Child and Family Mental Health, NIMH, Department of Health, Education and Welfare

Beryce MacLennan, Ph.D., Chief, Mental Health Studies Center, NIMH, Department of Health, Education and Welfare

ONE TO GROW ON will be presented on five Tuesday evenings, beginning May 7, 1974, and ending June 4, from 7:30 to 9:30 p.m. Locations are listed on the back panel. Find the location nearest you, and mail your registration form early to be sure of a place.

AFFECTIVE DEVELOPMENT IN SCHOOLS:
RESOURCE PROGRAMS & PERSONS

Name: Gwynette T. Caruthers

Title: Director of Special Programs

Address: Department of Education, 29 Main Street, Cheshire, Ct. 06410

Other persons associated with program:
(include titles) Lois Rho, Teacher - Director

Name of program: Parental Preschool Approach For Early Intervention of Learning Disabilities

Affiliation:
Title III ESEA (P.L. 89-10)

When program started and terminated (or expected termination date:
started July 1, 1972, estimated completion - June 30, 1977

Brief description of program: Selected severely handicapped children can be successfully served locally when integrated with a few children with predictable learning disabilities. An innovative feature of the program will be the continuous attendance of mothers building curriculum in conjunction with specialists in a public school setting.

(This is one of the few truly effective parent envolvement programs I have seen in the affective domain.)

Materials used or developed: Pamphlets on different aspects of the program.
Learning to Learn

Additional comments: This program was validated for State Adoption by an out-of-state evaluation team. -June 1975.
See article on project in the "The Title III Quarterly Winter 1975 ESEA Title III Projects for the Handicapped by National Advisory Council on Supplementary Centers & Services."

PSI (Problem Solving Instruction): Lakeview Public Schools, 25901 Jefferson Ave., St. Clair Shores, Mich. 48081

PSI, or Problem Solving Instruction, is a project for students in grades 6-12 designed to develop and increase problem-solving skills needed in any solid decision-making process. It is intended to arm students with a simple instrument for implementing a solution to a problem, with a high probability of success in solving that problem.

The objective of PSI is to create a universal model in problem solving incorporating techniques from other areas of instruction such as Management By Objective, Values-Clarification, Verbal Skills, Group Dynamics, Psychology of Problem Solving and Self-Defeating Behavior that can be applied to both cognitive and affective problems. The twenty teachers in the project are committed to teaching the model and using it in presenting two cognitive units.

AFFECTIVE DEVELOPMENT IN SCHOOLS: RESOURCE PROGRAMS & PERSONS

Name: Jim Collins, Mif Flaharty, Ingrid Rosenberg

Title: Co-Directors, Project AFED (Affective Education), Title III, ESEA (currently employed by the North Haven, Ct. Board of Education)

Address: North Haven High School, North Haven, Ct. 06473

Other persons associated with program:
(include titles) Fifty teachers in the North Haven School System who have been trained by us in the use of affective learning in their own lives and classrooms.

Name of program: Project AFED

Affiliation: Title III, ESEA

When program started and terminated (or expected termination date:

June 1972 to June 1975

Brief description of program: Our program encourages teachers to experience self-growth in a retreat setting for 60 hours, firstly through the collection of data about their behavior (and what costs are paid), and thirdly by trying-on and choosing behaviors that better suit our needs. The goal of our training is now toward the process of self-actualization. We also encourage teachers to do these things with their students in their regular grade level/subject matter classes and maintain support groups throughout the academic year within which individual and professional needs are dealt.

Materials used or developed: Public Logs of the training session (agenda for doing workshops in Affective Ed.) and newsletters ("Connecting") which describe editor learnings, individual's learnings, group learnings, and classroom anecdotes and learnings.

Additional comments:

PROJECT ALPHA: Niles Community Schools, 720 East Main Street, Niles, Michigan 49120

The Roots of Alpha

Affective education is not new, yet some of us have neglected it in our attempts to cope with the "things and their forces" that seem so important if we look at life as a constant struggle. We must build and shape our environment, wrest resources from the earth, solve problems of atomic structure, change raw materials into useful goods, solve equations, develop plans, and balance columns of figures.

But, recently, some of us have begun to take a second look. We have come to realize that although our appetite for things may be insatiable, we must work in a human society, respecting the dignity of others if they are to respect our own dignity. For to use the cognitive tools that education gives us, we must be effective as humans.

Battelle's Center for Improved Education, Columbus, Ohio, is responding to changes in our culture which have caused educators in the last decade to reconsider the content of what is taught. Vast increases in childhood exposure to mass media, along with the related decline of the family and religion as strong influences, have made character building and emotional development the business of schools, often by default. The appeal for affective education becomes even more urgent when we worry over the dehumanizing aspects of our highly technological society. As Arthur W. Combs said recently in an address to elementary school principals, "The trouble with education today is not is lack of efficiency but its lack of humanity. Learning is not a mechanical process, but a human process."

But seeking humanistic education and actually introducing it are two different matters. Society and its relationships with the environment are so complex that a high level of cognitive knowledge is required for survival. Curricula are crowded with offerings intended to make one better perform some skill, better compete with other jobs seekers, or better satisfy college admission officers. In some cases there has been lip service to humanizing education, but test scores, rigid age groupings, and letter grades are still all that matters. At the other extreme, some experimental schools have been so enamored with "making school a nice place to be" that cognitive learning is ignored or merely assumed. Near the middle should be an area where affective education and cognitive education-the heart and-the mind-both can receive attention.

Niles Community Schools also views education as a human process. In an effort to implement humane education, the Niles administrators identified the need for an increased emphasis on the development of positive self-concepts in its elementary students. In order to achieve this end, Niles joined Battelle's Center for Improved Education and the Michigan State Department of Education in the development and implementation of Project Alpha.

Project Alpha seeks affective and cognitive education and also seeks to respond to a related problem-that of assessment in the affective domain. In cognitive learning, precise and measurable behavioral objectives generally are defined, and assessment consists of determining whether those objectives have been reached. In Project Alpha, demonstrations of success in the affective domain require different objectives which are based on a conceptual description of the effective human being. Through research leading to Project Alpha, and during the project, a pool of such objectives is identified. Measures are developed for the objectives, and procedures are delineated for defining affective abjectives at the local level.

The Niles Community Schools-Project Alpha-began in 1972 on a voluntary basis. It was extended to the regular curriculum in 1973, and it now is in effect for all pupils through the sixth grade. Alpha is not a "radical" innovation but depends instead on a series of activities carried on in regular classroom situations. Progress is monitored, and there is in-service training to assist the teachers in implementation of the activities. The development of Project Alpha was funded by Niles Community Schools, the Michigan State Department of Education, and Battell's Center for Improved Education.

The Effective Human Being

An effective human being is one who is realizing the full potential of humanness: the renaissance man, the woman whose vocational and home interests are both considered, the individual whose civil rights are unquestioned. In separate investigations many behavioral scientists and philosophers have studied individuals who appear to be realizing their full potentials. In developing his text for Education as a Human Enterprise (1973, Charles A. Jones Publishing Co.), Dr. William D. Hitt, Director of Battelle's Center for Improved Education, drew on those areas in which the scientists and philosophers came to considerable agreement to develop a model of human effectiveness. The person resembling this model could be described in this way:

"He knows who he is and has a good image of himself. His words and his actions are idenical; he says what he means and he means what he says. He is open-minded, but he also makes up his own mind and has creative ideas. He has a sense of responsibility, or accountability, to himself and others. He talks and listens well. He thinks rationally. He is concerned about the welfare of others. He has a zest for living."

It is easy to see that these ten characteristics touch on all aspects of the whole person-emotions, reasoning and intellectual ability, values, and conduct. While there may be other characteristics, this model of an effective human being provides a basic framework and a realistic, workable approach to personal development.

Each of the ten characteristics can be defined as follows:

Identity-This is the sense or feeling of being one's self, not someone else; the same person over time. Psychoanalyst Erich Fromm defined identity as "the experience which permits a person to say legitimately 'I'-'I' as an organizing, active center of the structure of all my many actual or potential activities." Fromm also suggests that unless the individual has faith in the persistence of his self, his feelings of identity is threatened and he becomes dependent on other people whose approval then becomes the basis of his feeling of identity. The effective human being has a unified set of values, a personal philosophy that guides and gives meaning to his life. He has identity; he is a "subject", not an "object".

Authenticity-The authentic person is "for real", is "himself"; his thoughts and feelings are consistent with his words and actions. What he thinks, feels, says, and does are congruent with his personal philosophy of life.

Open-mindedness-The open-minded individual is accessible to new ideas, approaches, and insights. Plato stated: "Openness to correction is acquired by education and is a sign of distinction." Openness is a characteristic of those who recognize that truth comes through many channels and is not restricted by personal dogmatic beliefs. The open-minded person continues to transcend what he was before. Throughout his life he will question, search, listen, and learn new things.

Independence-This is the ability to stand alone. The independent person has ideas of his own and is capable of making his own decisions. Over 100 years ago, John Stuart Mill, the English philosopher, described the individual who would not do his own thinking: "He who lets the world, or his own portion of it , choose his plan of life for him, has no need of any other faculty than the ape-like one of imitation." The independent person does his own thinking; he is nct limited to what others think. Sometimes he may stand with the majority; however, he will fight for his independence under all conditions.

Responsibility-This means that a person considers himself to be answerable or accountable for his own actions. Immanuel Kant, a German philosopher of the 17th century, emphasized the close relationship between freedom and responsibility: "Man alone is free. But if man gives free rein to his inclinations, he sinks lower than an animal because he then lives in a state of disorder which does not exist among animals." The effective human being is willing to assume responsibility for his freedom lest he lose it.

Communication-To the effective human being the objective of communication is to understand, grasp the meaning of what is being said (clarify), and to respond appropriately to stimuli. As Martin Buber said, "In a genuine dialogue, each of the partners, even when he stands in opposition to the other, heeds, affirms, and confirms his opponent as an existing other." The effective human being communicates with the other person as subject, not an object. He meets him as a participant, in trust rather than suspicion, in openness rather than concealment.

Reason-Reason is a joining of logic and intuition; it is grounded in facts but inspired by imagination. It represents man's highest power of intellect. Jerrold Zacharias has listed the values that characterize the scientific enterprise: longing to know and to understand, questioning all things, searching for data and their meaning, demanding verification, respecting logic, considering premises, and considering consequences. In so much as the scientific enterprise is closely allied to reason. Through reason, the effective human being as a subject, has a connecting link with other subjects. Reason provides the common ground.

Problem Solving-Problem solving means the ability to cope. It is the opposite of rationalizing one's failures, projecting one's shortcomings onto others, or trying to escape from the problem. John Gardner suggests that man is a problem solver by nature. "Total absence of problems would be the beginning of death for a society or an individual. We aren't constructed to live in that kind of world. We are problem solvers by nature-problem seekers, problem requirers." The problem solver is able to identify the problem clearly, generate alternatives, select the best alternatives, and cooperate with others in solving problems. The Effective human being knows that the world has many prolems and that he will be faced with problems for the remainder of his life.

Concern for Others-Concern means a genuine interest in other people and in doing things to help others. Important qualities are empathy and compassion. Erich Fromm said, "Compassion or empathy implies that I experience in myself that which is experienced by the other person and hence that in this experience he and I are one." Immanual Kant provides a guiding principle to compassion: "Act in such a way that you always treat humanity, whether in your own person or in the person of any other, never simply as a means, but always at the same time as an end." The effective human being strives to put himself in the place of the other person, to see the world as another sees it.

Zest for Life-Having a zest for life means that the individual has ideas, hopes, goals, and plans that give meaning and satisfaction to his life. Maslow found that "...self-actualizating people enjoy life in general and in practically all its aspects, while most people enjoy only stray moments of triumph, of achievement or of climax or peak experience." In The Prophet Khalil Gibran says: "Your daily life is your temple and religion. Whenever you enter into it take with you your all. "The effective human being enjoys his daily life and is rather optimistic about life in general. He is a totally existing person each day.

Alpha In Action

Taking Alpha into the classroom involves some procedures like those we use in teaching English, or art, or science, or spelling. We try to attain certain results, and we identify them. However, we don't keep score by using a numbered rating scale; we seek to identify certain characteristics by simply assessing their presence or absence.

The philosophical basis is the ten characteristics of human effectiveness. How can we tell if a person has these characteristics? First, we look a little deeper by defining each characteristic in terms of objectives that people can reach. The characteristic of identity is an example. This means that a person (1) has an integrated sense of values, (2) has goals and objectives, (3) has a clear self-image, (4) has the ability to act on his values, goals, objectives, and self-image, and (5) has the ability to accept the results of acting on his values, goals, objectives and self-image.

Then we can go to work to identify specific learning objectives which contribute to each of these subcharacteristics. For instance, a student with a clear self-image (a) can state his own awareness of his self-image, (b) can predict future behaviors based on his self-image, (c) can experience feelings related to his experience of self-image, and (d) can express feelings related to his self-image in his past experiences. This is not as difficult as it may seem; the affective learning objectives are natural parts of each subcharacteristic.

Working with Battelle, the Niles Community Schools Task Force on Affective Education developed some 40 activities for students from kindergarten through sixth grade which support the development of positive self-concepts and a humane education. For each activity, teachers use a checklist to keep track of goal attainment. Most of these activities can be conducted in an ordinary classroom, and many of them contribute to cognitive as well as affective learning. None of them require elaborate special materials. While teacher aids would be helpful for keeping records and giving individual attention, the activities can be conducted by the teacher alone. The following are example:

The Alpha Donut, which allows a child to express his feelings about his likes and dislikes. For this, the child draws a circle about 3 inches in diameter (labeled "ME") and then an 8-inch circle around it. Between the two circles he draws pictures or writes the names of things he likes or feels really good about. He draws negative feelings and dislikes outside the circles. This exercise encourages authenticity by helping the child analyze his own thoughts and feelings and their relationships, and then by encouraging him to act on his thoughts and feelings and to accept the results of his actions.

"I am Thumbody", which allows the child to demonstrate the ability to recognize his own unique identity. The teacher and students discuss what makes people alike and what makes them different. The discussion is related to the uniqueness of one's own thumb print. Then the children make thumb prints on construction paper and use them to make badges or cartoon-like characters. (Using this theme, the Niles Community Schools have made a film strip showing how the Alpha activities are related to the characteristics of an effective human being.)

Project Alpha began in Niles in 1972. Kindergarten through third grade classes were involved first on a voluntary basis. The Task Force was organized, and cognitive and affective objectives were drawn up. A diagnostic test, the Coopersmith Self-Esteem Inventory, was administered before and after the program. Results were encouraging. Eighty percent of the district's classroom teachers through the third grade volunteered to participate.

In 1973, Alpha became a regular part of the curriculum through the fourth grade, involving 2100 students in 63 classrooms. A validation team approved the project in the spring of 1974, noting:

"The Niles project has demonstrated its effectiveness by realizing both objectives validated (objectives were implementation and growth of self-esteem). Specifically, this project has shown that self-esteem of 72 percent of the students was either maintained or showed growth. Further, the evaluation documents state that this type of program can be effectively implemented with existing teaching personnel as demonstrated by high levels of activities utilization."

In the 1974-75 school year, Alpha was introduced through the sixth grade, reaching 3054 students in 118 classrooms. Preparations were initiated to introduce this humanistic learning program into other interested Michigan school districts.

Some comments from Niles teachers using Alpha are as follows: "The children have become more tolerant of each other throughout the year. They listen to what others have to say.

"One boy who has been quite shy about reciting or otherwise speaking up now can do better. He will even laugh with us if he makes a mistake.

"The class has learned to be accountable as a group for its behavior... They monitor one another and have respect and pride in their group.

"On several occasions altercations arose that involved several children... They chose to hold a closed meeting and settle their own differences. It worked beautifully.

"...self-control, and ability to cope in a girl who was completely anti-social and 'down on being alive.' She now smiles and copes with stressful situations.

"The 'Either-Or' activity really blossomed. We had many debates ranging from chocolate versus white milk to should children be sent to bed without supper.

"...We got to know each other in a very informal enjoyable way. It helped draw us together."

Rarely is unanimity in any instructional situation achieved, and teachers like the rest of us sometimes resist change. But Alpha Task Force members are pleased that last year 96.6 percent of the teachers implemented the program fully and 90 percent completed the reports that were requested.

AFFECTIVE DEVELOPMENT IN SCHOOLS: RESOURCE PROGRAMS & PERSONS

Name: Garth Errington

Title: Assistant Superintendent

Address: Battle Creek Public Schools
Battle Creek, Mich. 49016

Other persons associated with program:
(include titles)

Name of program: Project Bacstop

Affiliation:
Battle Creek Public Schools

When program started and terminated (or
expected termination date:

Brief description of program:

The Battle Creek School District has used its extensive outdoor education experience and staff to develop and test some notions about effecting some positive changes in inter-racial interaction among seventh grade students in the most racially troubled junior high school in the system.

The concept was to develop a series of structured experiences in a variety of wilderness settings which would bring students of different races together in stressful adventure activities designed to promote interaction, communication and cooperation among participating students.

Materials used or developed:

Additional comments:

Project T.E.A.Ch.: Dakota County Mental Health Center, 744 Nineteenth Avenue North, South St. Paul, Minnesota 55075

T.E.A.Ch. is a program consisting of 10 two-hour sessions of communication skill-building conducted by Jim Angell of the Dakota County Mental Health Center with an optional Magic Circle Workshop conducted by a trained Human Development Program representative.

Specifically, the skill-building sessions deal with: (1) Tracking (hearing and responding to the feeling component of a given message, (2) Congruent message sending (the use of "I" messages to share feelings), (3) Identifying and understanding various styles of communication, and (4) Learning how to constructively send negative feeling-messages and positive feeling-messages.

The Magic Circle Workshop provides training in the use of a particular technique through which the above mentioned skills may be utilized. The Magic Circle is the vehicle by which children learn about their own and about other's emotional needs and ways to meet those needs.

T.E.A.Ch. is designed to: (1) Improve teachers' and students' awareness of their own feelings and emotional needs (which can lead to a more relaxed, open, mutually respectful, efficient and creative classroom atmosphere); (2) Provide a mental health education program in which a broad spectrum of people are exposed at a young age to an opportunity to; (a) learn about the importance of emotional needs, (b) develop the intra- and inter-communication skills necessary to deal constructively with those needs and (c) develop an increased sense of worth and value as human beings.

The training proposed by project T.E.A.Ch. offers a structured learning experience within which the teacher is provided an opportunity to marshall and refine his or her existing communication skills so as to maximize the effect of those skills in enhancing the emotional as well as the cognitive growth of his or her students. The program is also designed to provide a sense of mastery and self-confidence on the part of the teacher in his or her efforts to deal with the emotional components of the student's educational experience.

Two graduate credits are available through Mankato State upon completion of the program.

AFFECTIVE DEVELOPMENT IN SCHOOLS:
RESOURCE PROGRAMS & PERSONS

Name: Clayton E. Ladd, Ph. D.

Title: Chairman & Professor

Address: Psychology Dept., Eastern Ill. Univ., Charleston, Ill. 61920

Other persons associated with program:
(include titles)

Name of program: Courses: Psychology Applied to Personal Adjustment (SIU) (or) Mental Hygene (EIU)

Affiliation:
Unpublished, experimental test: Psychological Self-Help.

When program started and terminated (or expected termination date: I started the course at Southern Ill. Univ. in 1971, with the help of Nate and Vicky Azrin, and have taught it ever since.

Brief description of program:

It is a effort at the university level to meaningfully organize and teach what is known in psychology so that it can be applied in one's personal life to enhance change in the desired directions. It is an elcetic orientation which does not over-simplify complex situations or make excessive promises. It teaches one to be their own therapist.

Materials used or developed:

1. Textbook
2. Student workbook
3. Class syllabus

Additional comments:

The course is taught at Southern Ill. Univ. now by Dr. Dick Miller, at Univ. of Maryland at Salisbury by Dr. Bob Graff and to some extent at U.N.C. and U. of Md.

Behavioral Science Education Project

AFFECTIVE DEVELOPMENT IN SCHOOLS:
RESOURCE PROGRAMS & PERSONS

Name: Mrs. Frances Fick

Title: Educational Consultant

Address: 635 So. Main, So. Bend, Ind. 46623

Other persons associated with program:
(include titles)

Name of program: "The Role of Affective Education in Drug Abuse Prevention"

Affiliation: Indiana Dept. of Public Instruction

When program started and terminated (or
expected termination date: 1970 - termination date uncertain

Brief description of program: Promotion of Affective Education via:
--writing and distribution of a State Drug Guide -- conducting workshops, inservice, etc. for administrators,other school personnel, students, parents, youth workers, etc. in various Affective approaches, i.e. communications, values clarifications, concept building, conflict -- conducting 4 day workshops for community teams (150+ teams to date), resolution etc. -- Initiating peer student - peer parent and peer teacher programs, includes the training of support teacher teams in schools. Also - Pilot new materials for Dr. Merrill Harmin, co-author of "Values in Teaching"

Materials used or developed: Co-author of the Indiana Drug Education Resource Guide. (An a affective/cognitive approach to drug abuse & delinquency presentation), several additional miscellaneous materials have been developed and are distributed.

Additional comments:

A Complimentary copy of the Drug Guide available, write to me at the above address.

Behavioral Science Education Project

AFFECTIVE DEVELOPMENT IN SCHOOLS:
RESOURCE PROGRAMS & PERSONS

Name: Marian Chapman

Title: Content Director

Address: Research for Better Schools, Inc.
1700 Market Street/Suite 1700, Philadelphia, PA. 19103

Other persons associated with program:
(include titles)

Name of program: Skills for Ethical Action

Affiliation:

When program started and terminated (or
expected termination date: Started - October 1973
Espected termination - November 1977

Brief description of program: The overall objective of the Skills for Ethical Action instructional materials is to provide teachers with the tools to educate to 14-years-olds to use a behavioral strategy which leads to actions consistent with their regard for the values of self, others, and objectivity. Some essential intentions underlie this objective: a strategy, a prescription for behavior, a guide to action, a process that the learner can use in daily life. The outcome of the strategy is action. This action must meet two criteria: It must further the values of the individual, and it must respect the rights of others. Thus, the primary aim is to teach the skill strategy as a behavior tool. A secondary objective is to dispose the learner to use the strategy in his/her own life. The strategy steps are: Value-naming, Get Action Ideas, Make Ideas Workable, Consider Self, Consider Others, Act, Reflect.

Materials used or developed:

Additional comments:

Social Science Education Consortium, Inc.: 855 Broadway,
Boulder, Colo. 80302

What Is The Social Science Education Consortium (SSEC), Inc?

- an organization established in 1965 composed of nearly one humdred leading social scientists and educators
- a social studies/social science education resource and dissemination center
- a legally established not-for-profit corporation

Why A Consortium?

Nearly ten years ago leading social scientists and social science educators pooled their talents and focused on improving the quality of social studies and social science education in elementary and secondary schools.

The SSEC is the legally established body committed to this mission. Its policies and scope are determined by a National Board of Directors and administered by a central staff at the consortium offices in Boulder, Colorado.

Who Supports The Consortium Activities?

Primary support comes from the National Science Foundation and the U.S. Office of Education. Other funds have come from private foundations, sale of publications, consulting work, membership fees, and gifts.

What Are The Consortium's Goals?

to provide a forum for social scientists and educators to exchange ideas and views about improving the quality and effectiveness of social studies/social science education in the United States.

to disseminate analytical information about social studies curriculum materials, instructional methods, and trends.

to assist teachers and school administrators in identifying, selecting, and effectively using new ideas and methods in social studies.

What Does The Consortium Do To Meet Its Goals?

Publishes a variety of items related to social science education, including occasional papers, newsletters, books, and analyses of curriculum materials conducts conferences and workshops to introduce educational decision-makers to new ideas and to train them in the analysis and use of innovative social studies curriculum materials and methods

serves as the contracting agent for ERIC/ChESS, the ERIC Clearinghouse for Social Studies/Social Science Education-the Office of Education supported center that puts social studies material into the ERIC system and publishes reviews and analytical papers based on that material

maintains a Resource and Reference Center (with ERIC/ChESS)-a "hands on" center with new social studies project materials, innovative textbooks, games and simulations, ERIC microfiche collection, professional library, and reference materials

consults, utilizing SSEC membership, to meet individual, school, and system needs upon request

communicates through an idea-sharing network, to provide information and to stimulate and facilitate cooperation among curriculum developers and innovators

SEMTOP (Southeastern Michigan Teachers of Psychology): 23704
Schroeder, East Detroit, Michigan 48021

The purpose of the organization is to provide the opportunity to share resource people, student activities and project ideas, techniques and gimmickry, materials, media and media information, textbook criticism, experience with innovations, as well as having someone to "talk shop" with who understands some of the unique problems and interests. We are, in a group, our own best resource.

AFFECTIVE DEVELOPMENT IN SCHOOLS:
RESOURCE PROGRAMS & PERSONS

Name: Susan H. Dennison, MSW

Title: Clinical Social Worker, Crippled Children's Society

Address: 1475 NW 14 Ave.
Miami, Fla.

Other persons associated with program:
(include titles)

graduate social work students

Name of program:
"Talking - Time Group"

Affiliation:

When program started and terminated (or expected termination date: This program is throughout the school year with our Learning Disabled Children - ages 4 through 8.

Brief description of program:

About 6-7 children are in the group at one time and usually each group runs 10 weeks-meeting twice a week for a half hour each time. Areas of concentration are (1) to shape & reinforce the expression of feelings and (2) to provide the same reinforcement for cooperative play, learning to work, and play within a peer group.

Materials used or developed: Feeling Board (the five senses are placed on a board with an example)-pictures with prople's feelings displayed clearly-games played-have to tell stories involving how you felt or feel.

Additional comments:

Since I have only had this program one year I also am in the process of developing it and would be open to any additional suggestions and would be most interested in staying in contact with other agencies doing similar programs.

Behavioral Science Education Project

AFFECTIVE DEVELOPMENT IN SCHOOLS:
RESOURCE PROGRAMS & PERSONS

Name: Betty Berzon

Title: Content Director

Address: Research for Better Schools, Inc.
1700 Market Street/Suite 1700, Philadelphia, PA 19103

Other persons associated with program:
(include titles)

Name of program: Testing Interpersonal Hypotheses

Affiliation:

When program started and terminated (or
expected termination date: Started - December 1973
Expected termination - November 1977

Brief description of program: Testing Interpersonal Hypotheses provides teachers with the tools to educate fourth-grade children in selected interpersonal skills. The materials emphasize children's peer relationships as the raw material from which the teacher fashions the learning experience. To facilitate learning in interpersonal need areas, an introductory unit of six lessons provides definitions and explanations of intrapersonal and interpersonal experiences to enable communication about them. The materials consist of six units. Unit I includes six story-line lessons focusing on definitions and explanations of internal reality and external reality: What Your Senses Are; What Your Feelings Are; What Makes You Feelings Happen; How to Show Your Feelings to Others; How to Join with Others to

Materials used or developed:

Additional comments:

Brief description of program: continued

Get Things Done; and How to Enjoy Being with the People You Like and Love. Unit II emphasizes skills in the Inclusion area, with four lessons on including others and four on being included by others. Unit III deals with skills in the Control area, with four lessons on working with others and four on getting others to work with you. Unit IV emphasizes skills in the Affection area, with four lessons on liking others and four on being liked by others.

Training Teachers in Psychological Education: 417 Rock St.
Fall River, Ma. 02720

Teacher Training in Psychological Education is an in-service teacher-training program to implement the Fall River Drug Abuse Curriculum on a city-wide basis. The Fall River Drug Curriculum has elements of self-image, communication skills, values, decision-making and drug knowledge.

Experience in Fall River has shown that teaching facts about drugs has no effect on student patterns of drug use. This teacher-training program is based on the belief that drug education put into the context of humanistic psychological education can be very effective.

The goal is to foster the normal emotional growth and psychological development of each student. This in-service training program aims to prepare teachers to responsively address themselves to the "whole child" and thereby be prepared to deal not only with the drug crisis but with any social crisis that comes along.

Training and evaluation consultants are supplied through Gerald Weinstein, Director of the Center for Humanistic Education at the University of Massachusetts. Before Fall River teachers are accepted into the Training Program, they must have completed a University of Massachusetts course (given in Fall River) entitled, "Introduction to Humanistic Psychological Education."

Through this course they receive a conceptual framework to understand the Training Program before actually volunteering for it. They also participate in many low risk experiential exercises designed to give them a "gut level" introduction to the Training Program.

Teachers who then volunteer for the training in psychological education receive a minimum of 84 hours during the 1972-73 school year. They form support groups which meet at least every two weeks. Once a month a consultant comes from the University of Massachusetts to present some new methods or techniques of psychological education requested by the teachers.

During the school year these teachers will be videotaped in their classrooms at least once a month and be given feedback by their support groups. They will endeavor to move their classrooms toward the following norms: more spontaneous teacher; student-teacher shared decision-making; teacher as facilitator; students' workmate; individualized instruction; learning centers; feelings will be legitimate; "present" orientation. It is expected that 25 teachers per year will receive this training.

Behavioral Science Education Project

AFFECTIVE DEVELOPMENT IN SCHOOLS: RESOURCE PROGRAMS & PERSONS

Name: Jerry Bieniek & Carolyn Wessels

Title: Values Education Teachers

Address: Dearborn Public Schools, Office of Academic Education
4824 Lois Ave. Dearborn, Michigan 48126

Other persons associated with program: Frederick Schreiber, Coordinator, Academic Educatic
(include titles)
- * Frank Alexander, Principal, Nowlin Elementary School
- * Harvey Failor, Principal, Fordson High School
- * Co-Chairpersons-Values Education Advisory Committee

Name of program: Values Education

Affiliation: Dearborn Public Schools

When program started and terminated (or expected termination date:
Program starting date: September, 1974
Program termination date: ?

Brief description of program: See attached description and "Report of Values Education Program, First Year Evaluation, 1974-75"

Materials used or developed: Included in "Report of Values Education Program, First Year Evaluation, 1974-75"

Additional comments: Additional information, questions, or assistance will be provided by Jerry Bieniek or Carolyn Wessels by calling:
1-313-582-0441
Ext. 251 or 252

DEARBORN COMMUNITY TASK FORCE
AD HOC PROGRAM PLANNING COMMITTEE

SERVICES PROVIDED BY THE DEARBORN PUBLIC SCHOOLS RELATED TO SUBSTANCE ABUSE PROBLEMS

I. AGENCY - Dearborn Public Schools - Values Education Program

A. Historical Background---

Initially the Dearborn Public Schools worked in cooperation with the Community Task Force to combat drug abuse by providing school prevention, education, and inservice training programs. Wayne County Intermediate School District initiated the inservice training through their DARTE (Drug Abuse Reduction Through Education) program. Essentially, this program is preventative in nature, using such approaches as values clarification to help young people with a more effective decision-making process and at the same time become more aware of themselves.

Another program of inservice, emphasizing prevention and intervention, was presented by Dr. Aurthor Jalkanen of Oakland Community College. His model of Peer Group Interaction has been adopted by the Dearborn Public Schools including a commitment to provide a teacher and released time to implement this program in interested secondary schools. A peer interaction group is designed for students who are generally dissatisfied with their life and who wish to resolve drug, school, or parent related problems. This program is based on the premise that youth, given a chance, will help each other in a trusting manner and that they can make appropriate decisions that will result in a more fulfilling lifestyle.

Peer group interaction is only one facet of what Dearborn visualizes as the total values education picture. Staff who are experienced and/or inexperienced in values clarification must be found and assisted to develop their competency through inservice. Insites into self-defeating behavior, communications on a family or interpersonal basis, must be promoted. Materials, new concepts and a heightening of the total consciousness of staff to their responsibility for affective education must be achieved.

Dearborn is now taking a step further and currently implementing a program of inservice in values education for our staff which places an emphasis on the development of the student's awareness of himself. We are encouraging opportunities for the student to experience his or her own values, feelings, and attitudes that affect one's daily life.

B. Service Delivery---

Values education inservice is being provided by two staff members who have been assigned to carry out this responsibility full time in the form of workshops, meetings, and personal contact with Dearborn staff.

C. Service Population---

Approximately 1,000 staff members affecting 18,000 students. (Note: This is a voluntary involvement program.)

II. AGENCY FUNCTION

A. Prevention---

Both the values education inservice program and the peer interaction groups are aimed at prevention of substance abuse.

1. Values Education Program - approaches, methods, and techniques which can be used by teachers in the classroom to help young people gain a better understanding and control over their own lives.

2. Peer Interaction Groups - a structured and goal oriented model with a rational experience that provides youth to think through their problems in life and gain more self-control.

B. Intervention---

Peer interaction groups are also aimed at intervention.

1. The model pre-supposes that young adults do care, are capable, and given an opportunity, will help each other effectively; in this case help themselves out of and work through problems that may have expressed themselves in substance use.

A commitment not to use any substances for the period of time that they are involved in the program is one of the objectives. The logic of this is evoked from the mere fact that it does not make much sense to be attempting to make change within oneself if one is going to continue the same old activities. Also the commitment enables an individual to eliminate the elements of risk that arise through substance use from their lifestyle as well as affording the individual more time to work on the areas of his lifestyle where he would like to initiate change.

III. PROGRAM EVALUATION

A. Inservice programs are evaluated by staff members following participation and included in a final evaluation report to the Values Education Advisory Committee.

B. Prior to the issuance of the final evaluation report, a meeting will be held with administrators of schools in which the Peer Group Interaction Model was conducted and co-chairman of the Values Education Advisory Committee for their reactions and recommendations. This will become part of the final evaluation.

C. Self-evaluation and program evaluation are also inherent in the peer interaction groups through interviews, Parents' Night, and Board of Laymen activities.

IV. FUNDING

A. Funding is provided by the Dearborn Board of Education through school millage.

V. COOPERATION WITH OTHER AGENCIES

A. The Values Education Staff provides assistance in developing and preparing workshops and resources to community and parent groups that have indicated interest in existing programs throughout the year.

Jerry Bieniek
April 1975

Working Group on Humanistic Education: Association for Supervision and Curriculum Development, 1701 K Street, NW, Suite 1100, Washington, D.C. 20006

The charge to this working group was to explore what ASCD might do to express its concerns for humanistic education and to exert its influence in forwarding humanistic thinking and practice in schools. This working group made recommendations to focus attention in four specific task of special need in humanistic education at the present time. These task forces would concentrate on the following problems:

A. Formulation of a clear definition of what is meant by "humanistic education." A clear, concise definition of humanistic education would help to reduce much of the current confusion about these matters while at the same time provide clear goals and objectives for futher work in the field.

B. Assessment of humanistic objectives. A major problem for the achievement of humanistic objectives is the lack of adequate means for assessment. As a consequence, the current press for accountability in the public schools frequently results in an almost exclusive concern for nonhumanistic objectives because those objectives can be much more easily and precisely measured. Objectives too often tend to be determined by the existence of concrete measures for assessment. If humanistic objectives for education are to be truly implemented, it is necessary to find more adequate means by which they can be readily and adequately assessed. To do this requires an exploration of the subject, the exploration of already existing means of assessment and the invention of new more appropriate ones. It is proposed that a task force be established to give major attention to this problem.

C. Development of a checklist. It is proposed to develop an appropriate checklist for use by teachers, administrators, parents, researchers, etc., for gaining a rough assessment of the degree to which their school or agency is humanistically oriented. Such a checklist might be very useful in helping to pinpoint aspects of schools and classrooms in need of attention and to provide important stimulus to action.

D. Leadership conference in humanistic education. An Annual conference to be held at the time and place of the ASCD convention would be called by the committee each year. This conference would bring together leaders in the Humanistic Movement for consideration of the work of the committee, mutual stimulation and fertilization of ideas and the projection of further needs in the area of humanistic education.

Behavioral Science Education Project

AFFECTIVE DEVELOPMENT IN SCHOOLS:
RESOURCE PROGRAMS & PERSONS

Name: Eleanore Fisher

Title: Guidance Counselor

Address: 103 Pleasantville Rd., Briarcliff Manor, New York 10510

Other persons associated with program:
(include titles)

Name of program: Workshop in Value Clarification

Affiliation: Northern Westchester BOCES and various school districts in Westchester

When program started and terminated (or
expected termination date: 1972 - present

Brief description of program: Values clarification is an interpersonal approach to education which is concerned with the process of valuing. (How we come to hold certain beliefs. How we decide to spend our time. How we establish certain behavior patterns.) There are many activities which have been designed to help students to understand this process and to develop their own values system. This course concentrates on those activities in both an experimental and theoretical way.

Participants experience for themselves each strategy just as it can be presented to a class. That's followed by a thorough examination of the exercise. What was the purpose? What feelings did it engender? For which

(continued)

Materials used or developed:
Enclosed is bibliography I use plus teachers manual I co-authored to accompany an excellent resource: Learning Corp (1350 Ave. of the Americas, N. New York) film anthology, "Searching for Values"

Additional comments:

In addition to teaching these workshops, I use much value clarification material with students. I conduct a peer course program with high school students. I maintain a library of affective materials for faculty use.

Brief description of program: continued

groups would it be most appropriate? Directions and materials are provided so that everyone is able to use these strategies at once in the classroom.

AFFECTIVE DEVELOPMENT IN SCHOOLS:
RESOURCE PROGRAMS & PERSONS

Name: Margaret A. Yerian

Title: Vice-President/Executive Editor

Address: Box 1101, Ann Arbor, Mich. 48106

Other persons associated with program:
(include titles)

Cameron John Yerian, President

Name of program:
Y^4 Design, Ltd.
Affiliation:

When program started and terminated (or
expected termination date:

Brief description of program:

Our company writes, designs and co-publishes educational material. One of our current projects is a multi-media program in the area of affective education. It will have twelve books, filmstrips, teacher's guides, etc.

Materials used or developed:

Additional comments: